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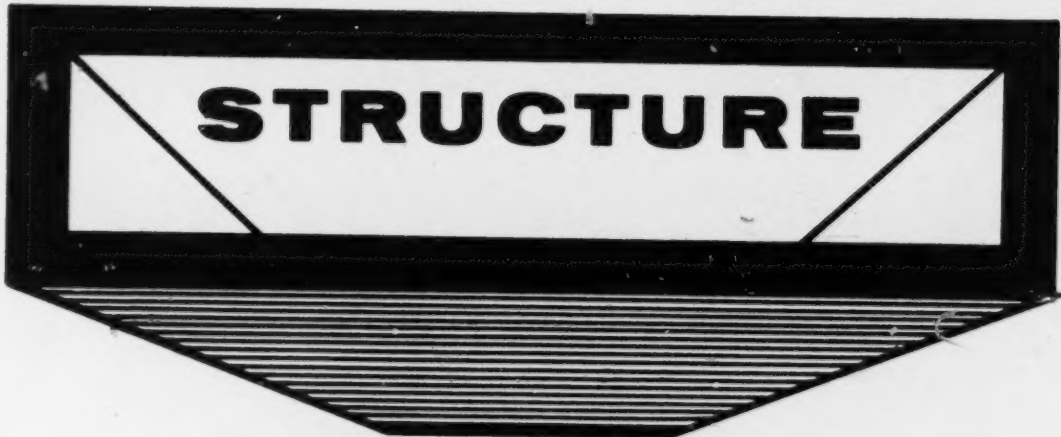
ABSTRACT

This communication arts program is part of a larger plan designed to provide a continuing link between the language arts component of grades 3 through 6 and the language arts programs for middle and high schools in Hartford, Connecticut. The purpose of the program is to develop communication skills in sequence, and to relate all of the communication skills to each other. The student receives a foundation in perceptual training, oral language development, and reading-writing skills; the teachers and students are then given options for achieving their own objectives. Among the related materials used in this program are audio cards, cassettes, games, diagnostic tests, and supplementary books. Practical activities and suggestions are included in this course guide. The program also contains an evaluation form. (RS)

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COMMUNICATION ARTS



STRUCTURE

AND



FREEDOM

GRADES 3-6

(SERIES 1-4 OF APPROX. 15 SERIES)



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Errata - Objective CA 3-100 on page 21 should read: Answers to page 5.
1. nonfiction C. A true book. 2. fiction F. A make-believe story, a
book that is not true, such as a fairy tale.

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The teachers, consultants, and principals who will be piloting this program have a most important role. They will be pioneering new strategies, guidelines and management techniques, in addition to modifying and improving this program. By contributing their energy, enthusiasm, and talent they are adding the dimension needed to insure success for students.

STRUCTURE AND FREEDOM

a manual for

COMMUNICATION ARTS 3-6

(Series 1-4 of approx. 15 series)

by Alice G. Fraser
in consultation with Elmer Ward
Assistant Director for Elementary
Education

We are indebted to the following teachers, reading consultants and specialists who were directly involved in creating and researching specific materials for this program.

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HARTFORD PUBLIC SCHOOLS - June 1971.

Foreward

The committee that guided this communication arts program was made up of classroom teachers who had received the support of school administrators and members of the community.

This program is viewed as being one facet of a larger plan called Hartford '74. It has been designed to provide a continuing link between the language arts component of the Follow-Thru program and the language arts programs planned for middle and senior high schools.

Through coordinated efforts it is hoped that this program will help to implement the educational philosophy as stated in the document Hartford '74 - Restructuring of grades 3-6 - Draft V.

Lloyd Calvert

Lloyd Calvert
Assistant Superintendent
for Instruction

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A CHALLENGE

The last decade may be characterized as "the shouting sixties" for in spite of a wealth of rhetoric events have made it evident that there is a failure to communicate. Today, messages are sent without deliberation or thought and messages are swallowed "whole cloth" without analysis or thought.

Our challenge for the next decade is real. Can we, as educators, develop in students the skills of communication? Can students learn to interpret effectively the thoughts of others? Can students learn to convey their thoughts to others? The challenge implies not only the right to read but the right to read critically, not only the right to speak but the right to speak responsibly, not only the right to listen but the right to listen objectively. Above all, it implies not only the right to think individually but the right to think clearly.

It was the consensus of the language arts committee that this challenge be accepted and ways be found to meet student needs of the 70's. It should be realized that no one is infallible and that this reference guide has been prepared as a first step. Knowing that there will be "sins of omission and commission" in this guide, the committee has included an evaluation sheet to be used by teachers.

A PLAN

Interfacing

Can you define the term "communication"?

Common responses to this question indicate that communication is thought of as having 2 major subsets which usually are expressed as: either a. the receiving versus the sending of messages or b. oral language versus written language. If we were to skim the table of contents of language arts text books and language arts

curriculum guides, chances are, we would find either of these 2 categories subdivided still further into discrete, isolated subjects (i.e. listening, oral expression, reading comprehension, children's literature, spelling, handwriting, grammar, reference skills, phonic skills, study skills, creative writing, composition, library skills, punctuation - ad infinitum).

It is our contention that the skills of the language arts complex should not (nor can they be) acquired as separate discrete subjects. (See Appendix A.) Therefore, this program joins the skills of oral and written language through the use of an interface. The term "interface," as defined in Webster's New International Dictionary, refers to a surface forming a common boundary of 2 bodies or spaces. The interface for this program is the continuum of specific measurable objectives.

Each objective is planned to work in conjunction with prior and subsequent objectives thereby reinforcing each intended learning outcome. The objectives interweave and relate all skills of the communication arts complex. The supposition is that the student does not deal with separate subjects but with related objectives as parts of the total process of communication. In addition to functioning as an interface for the program, they also do the following:

- the objectives will assist the teacher. Teachers using the program will not have to write objectives. However, since this is a flexible program, empty slots are left for teachers and students who wish to write objectives and find alternate activities
- the objectives act as pre-tests for the student and as such are stated in measurable terms
- the objectives use language that the student understands (not pedagose)

● the objectives encourage creativity and self-direction. For example, an objective may use a term such as "synonym" even though it is understood that the child will not know this term, initially. The child is not told this term by the teacher but is expected to discover the meaning by doing the activities

● the objectives build a vertical sequence of learning experiences for language arts 3-6 (reading levels 1-7), and are designed to assist the student in making generalizations that will be useful for later learning

● the objectives allow the student to formulate his own workable generalizations and do not ask him to parrot rules and definitions

● the objectives are grouped in series by level of difficulty. (There are 21 objectives to a series.) The objectives in the early series emphasize independent word attack skills. The objectives in the later series emphasize mature reading skills. (Teachers using the program are advised to read the earlier objectives so that they may properly assess the students' ability to cope with higher level objectives.) Note: Diagnosis or placement tests are written for this program

● the objectives can be used as accountability devices. The student is encouraged to be responsible for his learning. The direction sheets that have the objective may be sent home. Certainly the objectives will help to give the parent a more specific means of evaluating his child's achievements

The continuum of behavioral objectives is based on the premise that the manner and order in which generalizations are applied may be as important as the

generalizations themselves. However, a realistic approach to presenting objectives out of sequence seems advisable. Although skills may best be presented in sequence, the sequence should not be considered set or rigid. There are children who can, do, and should learn skills out of sequence. Nevertheless, it is a questionable practice to jump around too much. In decoding and encoding for instance there is, in most cases, a constellation of skills that a student should have as a base before moving on to the next constellation of skills. Flexible planning should allow the student to master some skills out of sequence, provided they do so in a practical manner. Teachers, therefore, should apply the fundamental principles of:

1. Taking inventory before assigning direction sheets.
2. Insisting on a reasonable degree of mastery before moving on.
3. Adhering to some degree of sequence in order to provide security for the student.

Each student should be encouraged to read individual books of his own choosing even though these books don't necessarily coincide with the objectives assigned to him. A student may be doing reading selections that are matched with objectives in the direction sheets and he may be reading other books just for fun. Learning is creating; learning is continuous. A student can acquire a skill before he is given the direction sheet for that particular skill. The time for assessing his mastery of the skill will come when he is given the direction sheet for that particular skill.

Continuity

In the Follow-Thru Program the student receives a thorough foundation in perceptual training, oral language development, and other reading-writing skills. The intent of the Communication Arts program for

grades 3-6 is to carry on with the communication arts component of Follow-Thru.¹ The Communication Arts program for grades 3-6 is designed to pick up the student where he leaves off in skill development initiated in Follow-Thru, and to carry him further along in the skill development scheme. Although the student has had earlier exposure to beginning reading skills, it would be totally unrealistic to assume that all children leaving Follow-Thru (Grade 2) are reading on a 3¹ level. Therefore, the objectives for this Communication Arts program begin on a lower level of sophistication than would otherwise be found in a traditional curriculum for grade 3. In other words, some provision is made for those students who have forgotten, or have not had the maturity to acquire skills such as alphabet recognition or sounds of short vowels.

To compensate for problems incurred by the high mobility of students, the reading activities cited in the student direction sheets are not locked into one specific commercial reading program. Instead, the citations used in the direction sheets cross-reference a wide variety of commercial reading programs. Commercially produced reading programs vary in their approach to reading in the sense that each one may place the same skill on different rungs in the learning ladder. Commercial programs also place different emphasis on what they view to be the most important skills. Some even skip certain skills entirely. Because of the high student mobility rate it is necessary for us to provide our own sequence of objectives. By so doing, we should be able to reduce haphazard and faulty learning caused by mobility. (e.g. gaps in learning and unnecessary repetition

of skills already mastered.) In essence, Hartford's C. A. program allows each student to proceed through his own program of objectives even though he may transfer from one school to another or one reading program to another.

(The plight of a student who moves from one commercially based reading program to another is made graphically clear in the chart found on page 31.) The chart represents a student's reading experiences in three different programs without having his own individualized scheme of objectives.

STRUCTURE AND FREEDOM

In Crisis in the classroom, author - Charles E. Silberman has argued that freedom and structure are compatible. However, the actual achievement of a balanced learning environment is not accomplished by wishful thinking. If we are to take a lesson from the mistakes made by educators in the past (as examined by Dr. Silberman), we cannot view structure as a strait-jacket nor freedom as an unbridled free-for-all. "Children cannot learn through play alone without any assistance or teaching."² Neither is a rigidly structured program conducive to the development of self-directed learners. Essentially then, this C.A. program is designed so that a proper mix of structure and freedom is attained.

Freedom

The freedoms inherent in this program are embodied in the options that are open to both teachers and students. Some of the choices given to teachers are found in the following:

- managing the flow of objectives

¹ A Case for Early Learning - An Invitational Environment for Children, Ages 3-6 by Joseph Randazzo, Hartford '74 Working Paper

² Silberman, Charles E., Crisis in the classroom, p. 237. Random House

- adding other objectives
- scheduling and directing "rap sessions". Certain objectives call for specific discussion sessions with the teacher. The sizes of the groups for these oral language development sessions are dependent upon the teacher. Other sessions may be added by the teacher.
- managing conferences or assessment periods. (e.g. small groups, or individually; how long--how often, etc.)
- adding other self instructional and self correcting materials or supplementary books, magazines, or games
- modifying and monitoring the direction sheets
- selecting methods of record keeping, diagnosing, and analyzing learning difficulties and strengths
- adding attractive displays. e.g. children's work, posters, motivational and instructional bulletin boards
- scheduling of speakers from the community such as: authors, artists, publishers, radio announcers, etc.
- arranging relevant field trips e.g. radio and TV stations, Telephone Co., newspapers, libraries, public relations firms, etc.
- recycling of students who need extra work to pass the post-test, e.g. either

recycle through activities that they have not done--or add new ones

- assessing student's progress thru teacher observation and tests other than the diagnostic tests
- enlisting the aid of reading consultants on how to manage the individualized reading unit supplied with the program--or finding solutions to any other problems
- arranging group-showing of film clips (children's books)

Some of the options open to students are found in:

- selecting any combination of activities from the direction sheets
- adding original objectives and other ways to learn
- working at own pace and rate and with material of his own choice
- working alone or with a friend
- setting own deadlines for a week's work (dependent upon each teacher)
- selecting additional books to read that are not necessarily matched with objectives
- making own self-assessment as to when he is ready for the post-test
- working on a single objective at a time or working on more than one (related) objective at a time

- correcting his own work

Structure

A major portion of the structure built into this program becomes self evident as we analyze the materials which are supplied.

(See chart page 8.)

THE CORE MATERIAL

Goal or Student-Direction Sheets

No teacher, managing an individualized program, can write separate objectives--with multiple activities--for each objective--for each student--every day. Time and adequate chalkboard space preclude this possibility. For this reason, among others, the C.A. program is built around a core of printed student direction sheets. Each of these tiny packets (average 4 pages) contain:

- an objective (as explained previously)
- suggested activities that the student may do in order to meet the objective
- a post test

These sheets are coded and boxed by level of difficulty. The code is used by the student in finding the related materials that are matched to the objective. For example: Goal sheet CAL-69 may tell the child that he may use laminate sheets CAL-69, audio cards CAL-69, tapes CAL-69, etc.

The activities suggested for the student in the sheets already have been used successfully in the IRIT program and regular classrooms, and are those that the committee felt matched the objective. Of course there may be other activities that teachers may feel are even more appropriate. In such cases, teachers are encouraged to add these to the sheets and please send the information back

to the curriculum office so that it may be included in the future.

Related Materials

Concurrent with the printed goal sheets are related materials. These materials have been researched, selected and/or created by Hartford teachers. The basic principles that guided teachers in selecting and writing materials are detailed in Appendix B.

1. Laminated Sheets

Because it is a good educational practice to provide immediate response, each goal sheet has reference to a specific set of laminated sheets written by Hartford teachers. These laminates are for additional instruction, practice or drill, and are self-correcting. The student may either write on these with an erasable marker, write on a separate plastic overlay or write on scrap paper, or he doesn't have to write at all. He then has the opportunity to assess his own skill by turning the sheet over and correcting his work immediately. In cases where answers may vary--he checks his responses with the teacher.

2. Audio Cards

Printed and voiced language master cards are included as a way to provide repetitive auditory stimuli that is needed for phonic and other word recognition skills. The committee made these cards, but teachers may add to them.

3. Cassettes

Tapes are included because they are a good teaching aide and can be repeated as needed by students. Taped lessons and tests are provided for each encoding objective. In addition, the lessons needed for certain other objectives are also taped.

These are not merely listening exercises but require student participation either through worksheets included in the goal sheets or read-a-long books supplied with the program. (Teachers may add any other tapes if they wish.)

4. Read-a-long books and records

Hearing and reading stories--simultaneously--increases reading comprehension and reading rate. There are many worthwhile commercial read-a-long books and records. However, the ones used with this program were selected to match objectives, and were the least expensive. Teachers may add any others if they have the funds to buy them. In cases where no commercial materials were available, original read-a-long books and cassettes were made by Hartford teachers.

5. Games

Many commercial games are provided with the program as another way to learn. The games were selected to match the objectives. Some games are used with more than one objective. There may be other commercial games or teacher made games that are even more appropriate and teachers may add these if they wish. A booklet of additional teacher designed games will be published and distributed. Games created by AEPD's teachers are in the packets.

6. Diagnostic Tests

To assist the teacher in placing the student at the right level in this program, teacher written diagnostic tests are provided. These diagnostic or placement tests have one or two items for each objective. The teacher may give series 1 test and check the items missed by the student.

These items are labeled to match objectives and the student is expected to achieve 100% accuracy on the item. If he missed an item he then is given the goal sheet that has the corresponding number. Should a student pass all the items on series 1, he is then given series 2 placement test--and so on. A few objectives are not included in the tests because these are strictly oral speaking or oral participation objectives. It certainly would be advisable to have the student do these objectives anyway as reinforcement or enrichment. For example, students working in series 1 & 2 should be given goal sheets 1-45, 1-46, 2-74, 2-76 even though oral items for these are not on the placement tests.

7. Books and Workbooks

As previously explained in the objectives, many basal programs have been researched and matched with objectives. These books and workbooks are referred to by initials, book level, and page number to assist the student in finding them. Teachers will be given stickers for these and they should put these on the books. The symbols used for books and workbooks are as follows:

ABC = American Book-Read Program

BRL = Behavioral Research Lab -
Programmed Reading

SRA = Science Research Assoc.
Basic & Comprehensive
Series

F = Follett - World of Language

G360 = Ginn 360 Series

M.H. = McGraw-Hill Programmed
Reading Series

S.F.-L = Language and How to Use
It - Scott Foresman

ABC-L = Our Language Today
American Book

O.H. = Open Highways

MER = Merrill Linguistic
Reading Series

Other reference books are referred to by publisher, title and number.

Harcourt Brace - Book Mark
Series - Read Skills

Thorndike Barnhardt - Beginning
Dictionary

Scott Foresman - In Other Words
I

Modern Curriculum Press - Phonic
Workbooks A, B, C

Barnell Loft - Skills by Title
Series A, B, C

Noble & Noble - Spell/Write

Bobbs-Merrill - I Can Write

Harcourt Brace - Reading for
Concepts A,B,C

Language Round Up - Bronco,
Lariat, Cowboy Books

(Note: Some of these are retained and others are changed for grades 5-6.)

8. Filmstrips

Filmstrips with and without cassettes have been selected and matched to objectives. These use the company's code number in the direction sheets.

9. Answer Keys

Answer keys are provided for all books. These may be either separate sheets or the teacher's edition. It is suggested that teachers make a special box for these and explain to students how they can be used to check their work.

10. Supplementary Books

The Scholastic Individualized Reading Lab is provided. This lab is meant to be used by teachers as an individualized reading program operating in conjunction with the C.A. program. It would be a good idea if teachers could add as many other individual books, paperbacks and magazines to this supply. Each student should be allowed,

as course, to select his own books for supplementary reading.

11. Read a Book-Activities Booklet

Two booklets are supplied. These booklets: Read a Book 1 and Read a Book 11 contain comprehension questions for approx. 100 individual books. The student does not write in these booklets but may do the activity listed for one of the books he has read. Answer booklets are also supplied. The student may correct his own work when he is finished.

Some practical Suggestions

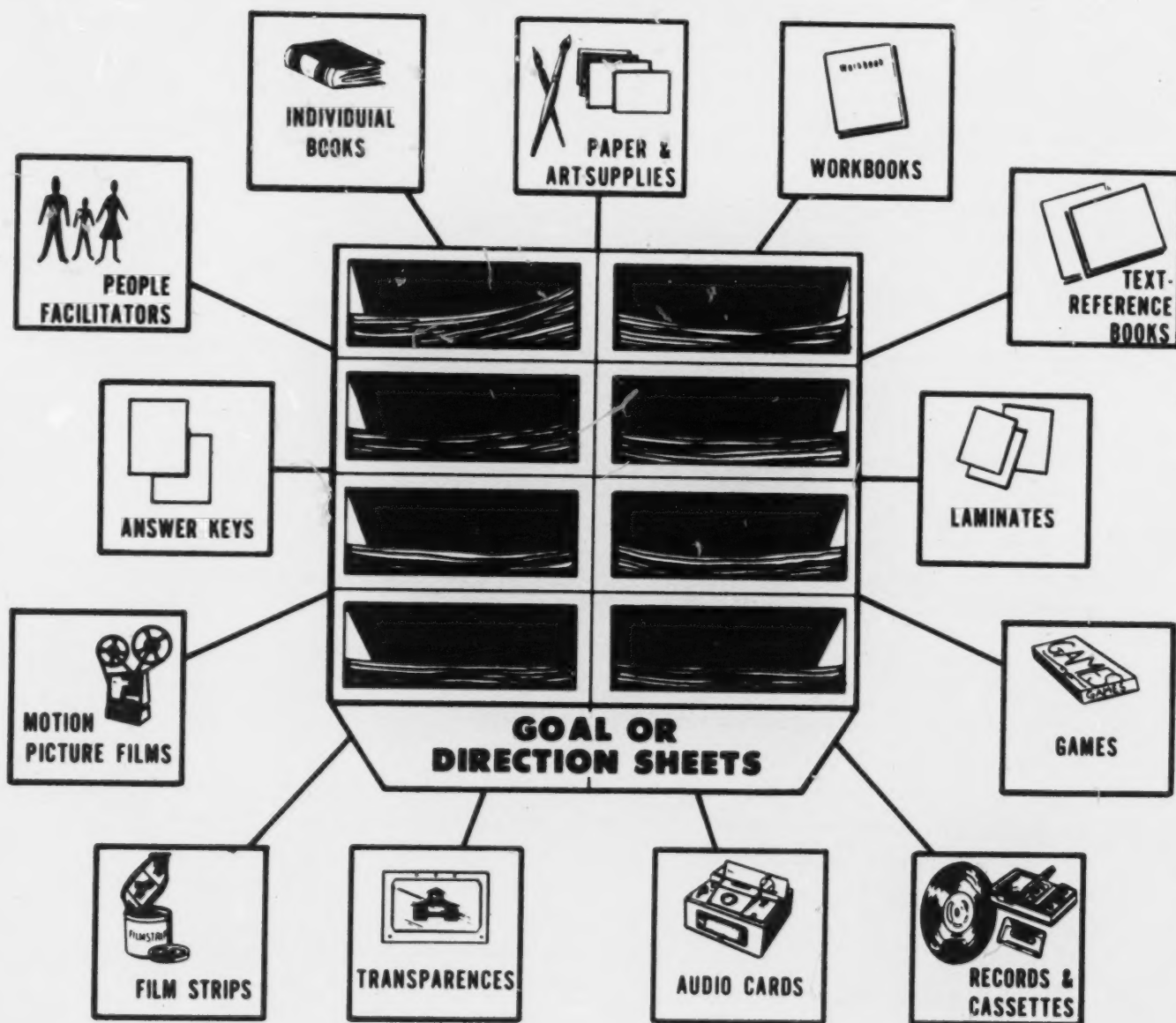
At this writing, the objectives for later series are not included. It is suggested that teachers save the first 4 series printed in this guide. (They may be kept in a loose leaf notebook). As the other series are printed teachers will receive these sheets and they should add them to series 1-4.

Teachers can keep their records in any manner that best fits their situations. One simple way would be to make a chart that lists all students names-a place for the goal number and places for dates assigned and completed. Teachers may also keep a sheet for each student that contains anecdotal records and more detailed information.

It certainly seems advisable for teachers to have a "run thru" session with students on what the symbols mean, where the materials are located, how to use the A.V. equipment, and the necessity of keeping things in order. Since many students will be using the materials, they should not write in any of the books. And they should return them to the places where they found them.

It might be advisable for teachers to also have a sign up chart posted on a wall. Students could sign up for the post tests when they feel they are prepared to pass it.

MATERIALS



OBJECTIVES AS THEY ARE STATED FOR STUDENTS IN DIRECTION SHEETS,
GENERAL PURPOSES OF OBJECTIVES, ANSWERS TO POST TESTS, AND
OTHER INFORMATION FOR THE TEACHER.

CA 1-35

CAN YOU DO THIS:

1. Read these words: bag, fib, pot, get, bus, hill, mess.
2. Write 5 other words that have the same vowel sounds as these:

hat win hot men pup

For the teacher: General purposes -- ability to read independently and quickly a wide range of one syllable words with short vowel sounds. Pattern cvc. Post test should be administered orally. Some extensions are: 56a, 56b, 56c, 52, 63, 64, 65, 71, 72, 73. (Audio cards included.)

CA 1-36

CAN YOU DO THIS:

Read all the words on pages 4, 5, and 6. You should be able to read any word that your teacher points to on these pages.

For the teacher: General purpose -- immediate recognition of Dolch and basic sight vocabulary. Oral post test. Tapes included in addition to audio cards for drill and self-test.

CA 1-44

CAN YOU DO THIS:

1. Write the alphabet and draw a loop around the vowels.
2. Say the alphabet.
3. Read the words below and write 5 other words that have the same vowel sound as each word.

might go use say me

For the teacher: General purposes -- ability to write and say alphabet in sequence, recognition of vowels and consonants, and that long vowels say their own name. Some extensions are: 56h, 56n, 91h, 57, 68, 69, 89, 93, 103, 104, 114, 117, 118, 119. Written and oral post test. Answers for post test, part b: say ā; tight ī; may ā; go ō; won't ō; use ū; bone ō; meet ē; way ā; ate ā; mule ū; low ō; fight ī; pine ī; right ī; cake ā; feet ē; rule ū; me ē; dime ī; I ī. (Audio cards included.)

CA 1-45

CAN YOU DO THIS:

1. Read phrases without stopping after each word.
2. Read with expression the talking part in a play.
3. Take part in oral reading.

For the teacher: General purposes are to develop fluent and expressive oral reading, to correct word by word reading, use of variations in stress, pitch and juncture to make meaning clear, increase word recognition, provide oral reading practice, and choral reading participation. The broad generalization that we wish children to grasp thru this objective is that reading of printed word is related to spoken word and that an author is a flesh and blood person. No item for this objective is included in placement test. No written pre or post test. Record of student's ability to accomplish objective should be noted in the teacher's anecdotal records. Some extensions of objective are: CA 2-74, 3-92, 3-95, 3-100, 4-109, 4-112, 4-115. (Two tapes included.)

CA 1-46

CAN YOU DO THIS:

1. Listen to and read along with story records.
2. Answer questions about the stories.
3. Find out how the stories Bozo the Clown and Silly Sidney are alike.

For the teacher: General purposes are to develop listening and reading comprehension and increase vocabulary and reading rate. No item included on placement test. Objective is linked with read-a-long records. Answers to post test: 1. an elephant; 2. No. He said he was unhappy. 3. He was glad to be himself. 4. Yes; 5. No; 6. a bird; 7. No. He was too small, 8. No. He lost his friends. 9. To be happy and be yourself. The values implied in this objective for possible small group discussions are: be happy with what you are, be happy with what you do.

CA 1-56a

CAN YOU DO THIS:

Spell these words:

- | | | |
|------------|-------------|---------|
| 1. cup | 7. tag | 13. of |
| 2. dog | 8. log | 14. his |
| 3. win | 9. pup | 15. on |
| 4. big | *10. Monday | 16. rat |
| *5. Sunday | 11. bus | 17. if |
| 6. get | 12. and | 18. fan |

Write the words clearly. Use the words in sentences.

*(s) sight words

For the teacher: General purposes -- spelling, handwriting, word meaning, and usage. Initial lesson and final test on cassette.

CA 1-51

CAN YOU DO THIS:

Write simple sentences using "a" or "an." Put "a" or "an" in the blanks below.

- | | | |
|----------------|-----------------|-------------------|
| 1. _____ onion | 4. _____ owl | 7. _____ egg |
| 2. _____ sink | 5. _____ candle | 8. _____ elephant |
| 3. _____ uncle | 6. _____ skirt | 9. _____ uniform |

For the teacher: General purposes -- use of articles a and an, listening to initial sound of word following the articles, ability to write simple sentences using articles a and an. Answers to pre-test: 1. an onion; 2. a sink; 3. an uncle; 4. an owl; 5. a candle; 6. a skirt; 7. an egg; 8. an elephant; 9. a uniform. Answers to post test, part a: 1. an; 2. a; 3. an; 4. a; 5. an; 6. a; 7. a; 8. an; 9. an; 10. an; 11. an; 12. a. Some extensions of 51 are 52 and 53. (Audio cards included.)

CA 1-52

CAN YOU DO THIS:

1. Read words such as: camp, sand, pants.
2. Use the words in sentences.
3. Write words that rhyme with these.

For the teacher: General purposes -- expansion of word attack skills, hearing rhymes, and composing sentences using words with short vowels and nt, nd, mp endings. Oral test. Written test answers may vary. (Audio cards included.)

CA 1-53

CAN YOU DO THIS:

Write simple sentences using period and question mark at the end. Use capital letters where they are needed.

For the teacher: General purposes -- recognition of sentence and punctuation signals (period, question mark, and capital letters). Written post and pre test sentences may vary but check for correct use of above.

CA 1-54

CAN YOU DO THIS:

1. Read and listen to a story record.
2. Answer questions about the story.
3. Write the opposites for these words from the story: big, high, fast, dry, light, down, deep, out, bottom, boy, good, always, no, loud, night.

For the teacher: General purposes -- listening and reading comprehension, understanding of idiomatic expressions, and identification of opposites.
PLEASE NOTE: Audio cards are included but in error no picture signals are used in the direction sheets. Please add, as activity #4 page 2 of direction sheets, a reference for student to use audio cards CA 1-54. Extensions of this objective are 1-62 and 2-76. Answers for post test, page 3: top-bottom; always-never; loud-soft; dry-wet; afraid-brave; shallow-deep; asleep-awake; distant-near; exit-entrance; high-low. 1. c; 2. a; 3. e; 4. f; 5. b; 6. d. 1. surprised; 2. stared through the fog.

CA 1-56b

CAN YOU DO THIS:

Spell these words:

- | | | | |
|---------|---------|----------|-------------|
| 1. pass | 5. tall | 9. yell | 13. mess |
| 2. egg | 6. puff | 10. will | 14. Ann |
| 3. well | 7. miss | 11. odd | 15. Tuesday |
| 4. add | 8. mitt | 12. buzz | 16. less |

Use the words in sentences.

For the teacher: General purposes -- spelling, handwriting, word meaning, and usage. Initial lesson and final test on cassette.

CA 1-57

CAN YOU DO THIS:

Read words such as: spy, fry, dry, cry, try, pry, twin, spin, stab, smack, brim, drag, crib, grab, trip. Use the words in sentences.

For the teacher: General purposes -- consonant blends used with words having short vowels and ending in letter y and reading of individual easy books. Answers post test (may vary): 1. hand-grand; 2. in-skin; 3. sing-bring; 4. hot-spot; 5. tab-drag; 6. top-drop; 7. tack-smack; 8. rib-crib; 9. rip-drip; 10. rim-trim; 11. sick-trick; 12. bag-drag; 13. say-pray; 14. my-cry; 15. led-spel; 16. hop-crop; 17. dry-spy; 18. duck-stuck; 19. Ted-Fred. (Audio cards included.)

CA 1-59

CAN YOU DO THIS:

Find other words that mean the same or almost the same as these words: sad, funny, cut, pull, dim, run, cold, clean, happy, yell, old, pick, big, start, pretty, small, ugly. Tell your teacher in your own words what a synonym is.

For the teacher: General purposes -- understanding of synonyms, vocabulary enrichment, and comprehension skills. Answers for post test: A. Synonyms are words that mean almost the same thing. B. 1. unhappy, downcast; 2. witty, laughable; 3. snip, clip; 4. drag, tow; 5. unclear, dark; 6. jog, race; 7. chilly, freezing; 8. spotless, neat; 9. merry, gay; 10. shout, scream; 11. aged, ancient; 12. select, choose; 13. large, huge; 14. begin, turn on; 15. beautiful, handsome. (Audio cards and tape.)

CA 1-60

CAN YOU DO THIS:

Read some stories and find (1) main idea, (2) facts, and (3) sequence.

For the teacher: General purposes -- reading to find (1) main idea, (2) facts, and (3) sequence. Test items on placement test. Recommend other tests included in Scholastic Individualized Reading. (Reading Levels 1-3¹.) Page 3 of direction sheets to be filled in by teacher. Recommend Getting Facts, Book A, Units 1-6, Book B, Units 1-6; Getting the Main Idea, Book A, Units 1-5, Book B, Units 1-5.

CA 1-61

CAN YOU DO THIS:

Read sentences and find the words or phrases that tell who, what, where, or when.

For the teacher: General purposes -- sentence comprehension and finding facts (who, what, where, when). Answers for post test: A. 1. Jack, brother; 2. She; 3. Susan's mother. B. 1. pennies, candy; 2. Everything; 3. books. C. 1. few minutes; 2. often; 3. once a week. D. 1. on my bed; 2. around the room; 3. in the end of the egg.

CA 1-62

CAN YOU DO THIS:

Find opposites for these words: summer, early, sell, cool, from, wet, hot, alone, near, push, over, back, before, many, ask, here, woman, smooth, sit, alive, dumb, sharp, generous, loss, lost, short, thick, encourage, shallow, hard. Use the words in sentences. Tell your teacher in your own words what an antonym is.

For the teacher: General purposes -- vocabulary comprehension development and recognition of antonyms. Answers for post test: A. Antonyms are words that are opposites. B. summer 18; sharp 17; encourage 16; thick 14; short 11; loss 2; shallow 13; hard 1; generous 4; dumb 9; alive 15; smooth 6; back 19; push 8; near 10; alone 20; hot 7; sell 12; early 5; wet 3. PLEASE NOTE: Word 12 in post test student direction sheets, page 4, should read buy, not bug. Correct for student please. (Audio cards and tape included.)

CA 1-63:

CAN YOU DO THIS:

Read and give meaning for words such as: fast, act, left, belt, next, kept.

For the teacher: General purpose -- word attack skills - words with short vowels and ending clusters st, ct, ft, lt, xt, pt, and word meaning. Oral and written pre and post test. Answers for post test: 1. swept; 2. kept; 3. melt; 4. last; 5. act; 6. next; 7. left. (Audio cards included.)

CA 1-56c

CAN YOU DO THIS:

Spell these words:

- | | | |
|---------|----------|----------------|
| 1. fast | 7. ask | 13. hand |
| 2. act | 8. milk | 14. hunt |
| 3. left | 9. film | 15. bank |
| 4. belt | 10. held | * 16. Friday |
| 5. next | 11. self | * 17. Saturday |
| 6. kept | 12. sing | |

For the teacher: General purposes -- spelling, handwriting, word meaning, and usage. Initial lesson and final test on cassette.

CA 1-64

CAN YOU DO THIS:

Read words such as: ask, milk, film, held, self. Use the words in sentences.

For the teacher: General purposes -- independent word attack, short vowels and final consonant clusters sk, lk, lm, ld, lf, and word meaning. Oral and written tests. Answers for post test: 1. silk; 2. milk; 3. mask; 4. held; 5. shelf; 6. film; 7. ask. (Audio cards.)

CA 1-65

CAN YOU DO THIS:

Read words such as: slap, blot, clap, flip, glass, plan, skip, snap, swim, fly, sky. Match the words with the meaning.

For the teacher: General purposes -- independent word attack skills, one syllable words with short vowels and initial consonant clusters bl, cl, fl, gl, pl, sk, sn, sw, and vocabulary development. Answers to post test: A. 1. blue; 2. sky; 3. swim; 4. snaps; 5. flap; 6. clap; 7. glad; 8. plant; 9. skid. B. (Answers may vary.) clip, clasp; plot, plan, skin, skip; flop, flit; glow, glass; snow, snip; sway, swing; blot, black. (Audio cards.)

CA 1-68

CAN YOU DO THIS:

Put these words in ABC order: nap, lamp, age, camp, hop, rest, very, sleep, fox, bib, pin, kitten, goat, desk, in, wet, uncle, elephant.

Put these words in ABC order: fox, dog, moon, dig, chair, cent, mitten, cat, dry, desk, cord, man, met, fly, fast, the, tip, feel, top, tall, tent, try, far.

For the teacher: General purposes -- beginning dictionary skill and ABC order by first and second letter. Answers for post test: A. apple, boy, car, dad, eat, flap, grab, hot, ice, job, key, lump, map, nut, over, peach, queen, rat, stop, top, up, vine, when, xray, yes, zebra. B. odd, often, oh, oink, old, open, other, our. C. ahead, all, am, April, are, ask, at, cat, church, cider, cop, cut, ray, red, rich, rob, run, saw, set, son, star, sun.

CA 2-56d

CAN YOU DO THIS?

Spell these words:

- | | | |
|----------|-----------|----------------|
| 1. black | 7. plan | 13. shut |
| 2. clap | 8. slip | 14. that |
| 3. club | 9. sled | 15. thin |
| 4. flag | 10. chin | *16. Wednesday |
| 5. flat | 11. chill | *17. Thursday |
| 6. glad | 12. ship | |

Use the words in sentences.

For the teacher: General purposes -- spelling, handwriting, and word meaning.
Taped lesson and taped test.

CA 2-69

CAN YOU DO THIS?

Match contractions with words. Write contractions for these words: I am, they are, we are, does not, she will, it is, we will, cannot, do not, what is, that is, let us, you will, he will, I have, you have, they have.

For the teacher: General purposes -- reading and writing contractions.
Corresponds to spelling CA 4-56k. Post test answers: they're-they are; isn't-is not; we're-we are; let's-let us; I'm-I am; doesn't-does not; we'll-we will; didn't-did not; it's-it is; she'll-she will.
1. he will, he'll; 2. you will, you'll; 3. cannot, can't; 4. I am, I'm; 5. I have, I've; 6. they have, they've; 7. that is, that's; 8. do not, don't; 9. does not, doesn't; 10. what is, what's.

CA 2-70

CAN YOU DO THIS?

1. Read an unfinished story and write an ending.
2. Read a story and write a different ending for the story.

For the teacher: General purposes -- drawing conclusions, creative writing, and making inferences. Post test - teacher check. Answers will vary.

CA 2-71

CAN YOU DO THIS?

Read words such as: with, chin, rich, shop, fish, whip, when, thin.

For the teacher: General purposes -- read one syllable words, short vowels, with digraphs th, ch, sh, vocabulary development, and word attack skills. Audio cards included. Post test answers: 1. push; 2. ship; 3. with; 4. thin; 5. much; 6. both; 7. chair; 8. what.

CA 2-72

CAN YOU DO THIS?

Read these words and use them in sentences: shack, brick, sick, back, lick, luck, lack, tack, tick, stick, stuck, struck, truck, block.

For the teacher: General purposes -- word attack skills, short vowels and final ck and vocabulary development. Audio cards included. Post test answers: 1. stuck; 2. sick; 3. brick; 4. stack; 5. luck; 6. crack; 7. shack.

CA 2-73

CAN YOU DO THIS?

Read these words and use them in sentences: itch, ditch, lunch, hunch, bunch, crunch, latch, patch, scratch.

For the teacher: General purposes -- independent word attack skills and vocabulary development (one syllable words - short vowels, final nch, tch). Audio cards included. Answers for post test, oral and written: 1. ditch; 2. inch; 3. hutch; 4. switch; 5. bunch; 6. patch; 7. pitch; 8. scratch; 9. hatch; 10. lunch.

CA 2-56e

CAN YOU DO THIS?

Spell these words:

- | | | |
|----------|-----------|---------------|
| 1. back | 7. inch | 13. wish |
| 2. duck | 8. lunch | 14. bath |
| 3. sink | 9. match | 15. both |
| 4. desk | 10. pitch | *16. January |
| 5. catch | 11. fish | *17. February |
| 6. much | 12. dish | |

Use the words in sentences.

For the teacher: General purposes -- spelling, handwriting, and word meaning. Taped lesson and taped test.

CA 2-74

CAN YOU DO THIS?

Orally read phrases with expression. Put in quotation marks that are missing from sentences.

For the teacher: General purposes -- fluent and expressive oral reading and use of quotation marks. Extension of 1-45. Tape. Post test oral and written. Answers to post test:

1. "It's brownish," Les answered, "and has four legs and a tail."
 2. "Hum," Fran murmured, "what have you got in the box?"
 3. "Come on, Sam, it's time for lunch," Bob yelled at his friend.
 4. Milt said in a quiet voice, "Now, now, let's have no more of that."
 5. "We have some cookies," Jane replied, "but they are not fresh."
- Parrot Play -- cassette included.

CA 2-76

CAN YOU DO THIS?

Listen and read along with story records (Hansel and Gretel, Pinocchio). Answer questions in test pages.

For the teacher: General purposes are to develop listening and reading comprehension, reading for details, making inferences, vocabulary enrichment, oral participation, and puppet shows. Read along records. Post test answers: 1. He said he lost the coins. 2. "in the forest"; 3. "I swallowed them."; 4. to buy Pinocchio a book; 5. a bird; 6. yes; 7. no. 1. have no food; 2. a time when there is no food. 1. they were walking slowly; 2. she thought he was lazy. Geppetto-old wood cutter; tent-a shelter made of cloth; costume-clothing used to disguise people; fire-eater - a show man who gives Pinocchio 5 pieces of gold; gems-valuable jewels; crutch-a cane, a walking stick to help crippled people; pebbles-small pieces of rocks

CA 2-77

CAN YOU DO THIS?

Make these words show ownership: children, men, boy, boys, Ann, lady, ladies, tiger, man, bird, birds, teacher, teachers.

For the teacher: General purpose -- use of apostrophe s ('s) and s apostrophe (s') to nouns showing singular and plural possessives. Post test answers: 1. man's; 2. Wilson's; 3. mayor's; 4. lady's; 5. tiger's. 1. children's; 2. wolves'; 3. men's; 4. birds'; 5. bird's; 6. teachers'. 1. Ann's; 2. teacher's; 3. ladies'; 4. boy's; 5. boys'; 6. family's.

CA 2-78

CAN YOU DO THIS?

Read these words and use them in sentences: scrub, strip, scratch, stream, split, through, threw, squeal, scream, strong, spray, three, strange, stretch, scrape, square, squirt, throat.

For the teacher: General purposes -- independent word attack skills, consonant clusters and short vowels, and creative writing. Audio cards included. Post test oral and written. Answers for post test: 1. scrub; 2. stretch; 3. squirt; 4. threw. 1. spray; 2. splash; 3. squeak; 4. scream.

CA 2-79

CAN YOU DO THIS?

Look at the table of contents on the next page and then do this:

1. Draw a line under the number of the page which shows where "Ken and His Pals" begins.

9 13 12

2. Page 25 will tell us something about

candy Susan Flip

3. A table of contents is found in what part of a book

beginning middle end

For the teacher: General purposes -- use of table of contents and independent reading. Answers for post test: 1. 24; 2. kittens; 3. 13 through 23.

CA 2-82

CAN YOU DO THIS?

Read sets of sentences and make up titles for each set.

Underline the best answer. A paragraph is:

- a set of sentences that tell about many different things
- a set of sentences that tell about one thing.

For the teacher: General purposes -- ability to recognize paragraphs, find and write topic sentences, and find main idea of paragraphs. Post test answers: 1. The wolverine is a very nasty animal. 2. The smallest planet is called Mercury. A paragraph is a group of sentences that tell about one thing.

CA 2-56f

CAN YOU DO THIS?

Spell these words:

- | | | |
|----------|-----------|------------|
| 1. dress | 7. drink | 13. snap |
| 2. print | 8. frog | 14. swing |
| 3. crib | 9. crack | 15. spin |
| 4. bring | 10. grass | 16. skin |
| 5. track | 11. stick | *17. April |
| 6. fresh | 12. swim | *18. March |

* * * * *

For the teacher: General purposes -- spelling, handwriting, composing sentences, and word meaning. Taped lesson and taped test.

CA 2-83

CAN YOU DO THIS?

Put the words below under these headings:

Birds Things To Do Things To Wear

woodpecker, skate, work, sweater, coat, cap, parrot, pigeon, paint, think, underline, underwear, shoes, sandal, flamingo, robin, tie, costume, add, experiment, talk, ride, canary, dove, wig, laugh, swan, jacket, suit, toss, catch, mask, bluejay, listen, eagle, stand, roll, climb.

* * * * *

For the teacher: General purposes -- vocabulary comprehension, classification, beginning outlining, and organization skills. Post test answers:

<u>Animals</u>	<u>Things to Read</u>	<u>Things to Drink</u>
camel	newspaper	soda
tiger	signs	water
horse	letters	coffee
lion	magazine	juice
wolverine	bulletin	milk
elephant	book	tea
pony	poster	
cow		

CA 2-84

CAN YOU DO THIS?

Read the sentences below. Draw one line under the subject. Draw two lines under the predicate. Circle the nouns.

1. John went to the store.
2. Every boy read a very funny story.
3. The cat ran across the slippery ice.
4. My uncle Joe visited Japan last year.
5. The little clown did some funny tricks.

* * * * *

For the teacher: General purpose -- recognition of sentence parts - subject and predicate, nouns and noun markers. 3 taped lessons. Post test answers: 1. N; 2. N or D; 3. N or D; 4. D; 5. N; 6. N.
1. raisins, nuts; 2. John, shoe; 3. river; 4. uncle, tires, garage; 5. boy, city.
1. Susan; 2. walked.

CA 2-85

CAN YOU DO THIS?

Write the days of the week.
Name the months of the year in order.
Name the four seasons of the year.

* * * * *

For the teacher: General purposes -- writing, spelling, and recalling of facts. Post test answers: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
Winter, Spring, Summer, Autumn (or Fall)
January, February, March, April, May, June, July, August, September, October, November, December
1. 7; 12; 4.

CA 2-86

CAN YOU DO THIS?

Read words in sentences with two sounds of c - "k" sound as in cat, "c" sound as in cell. Read these words: cent, cellar, bicycle, attic, magic, music, rice, race, cold, call, cabbage, canoe, cattle, carrot, cut, voice, pencil, circus, cider, ceiling, cell.

For the teacher: General Purposes -- reading words with two sounds of c and vocabulary development. Audio cards included. Post test oral and written. Answers for post test: 1. carrots, celery, cabbage; 2. bicycle; 3. attic, cellar; 4. center; 5. copy; 6. Once.

CA 2-56g

CAN YOU DO THIS?

Spell these words:

- | | | |
|-----------|-----------|-----------|
| 1. chop | 7. shell | 13. third |
| 2. child | 8. shelf | 14. whip |
| 3. chick | 9. shot | 15. which |
| 4. church | 10. think | 16. what |
| 5. check | 11. thumb | *17. June |
| 6. shop | 12. them | *18. July |

Use the words in sentences.

For the teacher: General purposes -- spelling, handwriting, vocabulary meaning, and composition of sentences. Taped lesson and taped test.

CA 2-88

CAN YOU DO THIS?

Read words such as these and use them in sentences: live, give, have, gone, done.

For the teacher: General purposes -- word attack skills (one syllable words in which final e does not modify syllabic vowel) and word meaning. Audio cards included. Oral reading post test.

CA 2-89

CAN YOU DO THIS?

Read words that end in e, when the e changes the vowel; such as: cap-cape; hat-hate; cut-cute; kit-kite; rob-robe. Use the words in sentences.

For the teacher: General purposes -- independent word attack skills (one syllable words when final e changes syllabic vowel) and vocabulary development. Audio cards included. Oral reading post test.

CA 3-90

CAN YOU DO THIS?

Read words that start with qu.

quiet	quiz
quack	quart
quit	quake
quilt	
queen	

Use them in sentences.

For the teacher: General purposes -- independent word attack, spelling (u following q), and word meaning. Audio cards included. Post test oral and written. Answers to post test: 1. quarter; 2. quickly; 3. quit; 4. quake; 5. questions; 6. quiet.

CA 3-56h

CAN YOU DO THIS?

Spell these words:

1. cage	7. life	13. huge
2. nine	8. home	14. use
3. rope	9. mule	15. joke
4. tube	10. ape	16. space
5. bake	11. brake	*17. August
6. ice	12. crime	*18. September

Use the words in sentences.

* (sight words)

For the teacher: General purposes -- spelling, handwriting, word meaning, and grammar usage. Answers for page 5: 1. rope; 2. crime; 3. huge; 4. ice; 5. bake; 6. August; 7. mule; 8. cage; 9. tube; 10. September; 11. home; 12. ape; 13. life; 14. use; 15. brake; 16. nine; 17. space. Initial lesson taped and final test taped.

CA 3-92

CAN YOU DO THIS?

Use context clues to find the meaning of an unknown word. Discuss what you do in order to guess the meaning of unknown words.

For the teacher: General purposes -- using context clues for independent reading and vocabulary enrichment. Taped lesson included. Answers to post test: 1. blown up; 2. went down; 3. wet; 4. loud.
1. rest; 2. Birds; 3. apple; 4. change; 5. globe; 6. crab.

CA 3-93

CAN YOU DO THIS?

Read words such as: peek, feel, seen, steel, and use context clues for meaning.

For the teacher: General purposes -- independent word attack skills (double vowels ee - long e), using context, vocabulary enrichment, and composing sentences. Audio cards included. Post test oral.

CA 3-94

CAN YOU DO THIS?

Read words such as bird, word, her, fur, fir, war, ear, queer, wierd, fear, air, learn, wore, where, curb, for, herd, burn. Use the words in sentences.

For the teacher: General purposes -- word recognition, independent word attack skill (vowels controlled by r), and word meaning. Audio cards included. Oral post test.

CA 3-95

CAN YOU DO THIS?

Read words ending in ed showing 3 ending sounds (d, t, ed) such as:
called (d), looked (t), lifted (ed). Use the words in sentences.

For the teacher: General purposes -- reading fluency, word meaning,
independent word attack skills (3 sounds of ed ending), reading rate,
and past tense of regular verbs. Audio cards, 2 taped lessons, 1 read-
along record included. There is a book called Fred and the Wicked Witch
that is part of tape 1. Student should read the book after listening
to tape. In direction sheets are 2 worksheets that the student uses with
the tapes. Answers to post test:

<u>d</u>	<u>ed</u>	<u>t</u>
lived	landed	hoped
cheered	lifted	wished
happened	wanted	guessed
scared	melted	jumped
called	decided	munched
brewed	suspected	promised
listened	patted	asked
loved	hated	marched
	sounded	looked
		missed

CA 3-96

CAN YOU DO THIS?

Read words such as: salt, caught, malt, drawn, auto, cough, pause,
brought, sauce, hawk, awful, ought, call. Use the words in sentences.

For the teacher: General purposes -- independent word attack (sound class 6),
word meaning, and sentence meaning. Audio cards included. Post test oral.

CA 3-56i

CAN YOU DO THIS?

Can you spell these words:

- | | | |
|----------|-----------|---------------|
| 1. rain | 7. boat | 13. stain |
| 2. feet | 8. mail | 14. sweet |
| 3. leaf | 9. see | 15. clean |
| 4. soap | 10. speed | 16. tree |
| 5. tail | 11. load | *17. October |
| 6. peach | 12. seat | *18. November |

Use the words in sentences. * (sight words)

For the teacher: General purposes -- spelling, handwriting, word meaning,
and sentence meaning. Taped lesson and taped final test.

CA 3-97

CAN YOU DO THIS?

Read words having silent letters such as: knot, scent, whole, sword,
hour, thumb, sign, bright. Use the words in sentences.

For the teacher: General purposes -- word attack (silent letters), spelling,
and word meaning. Audio cards included. Post test oral.

CA 3-98

CAN YOU DO THIS?

Read and match words (homonyms). Give spelling and meaning of each; such as: knight-night; knot-not; kneel-Neal; wrung-rung; cent-scent-sent; etc. Tell your teacher what a homonym is.

For the teacher: General purposes -- spelling, independent word attack, vocabulary enrichment, word meaning, creative writing, and homonyms. Audio cards, 2 tapes included. Post test answers: 1. night; 2. clothes; 3. scent; 4. through; 5. ring; 6. knot. Homonyms are words that sound alike but do not mean the same thing and are spelled differently.

CA 3-99

CAN YOU DO THIS?

Read words such as these and use them in sentences: flew, glue, too, noon, tooth, blue, soup, youth, group, threw, through, do.

For the teacher: General purposes -- independent word attack (sound class u), spelling, and word meaning. Audio cards included. Extensions: 103 and 104. Oral and written post test. Answers for post test: 1. tools; 2. blew; 3. group; 4. tooth; 5. flew; 6. threw; 7. noon; 8. spoon, soup; 9. blue; 10. chew; 11. through; 12. cruel; 13. youthful; 14. pool; 15. room, broom. Note pg. 4 test has error. Should read ew, ue, oo, or ou.

CA 3-100

CAN YOU DO THIS?

1. Read one fiction book, one non-fiction book, one realistic fiction book, and write the titles of these books.
2. Orally discuss, in a small group, what is meant by the terms: fact, opinion, title, fiction, non-fiction, realistic fiction, superstition, make-believe.

(P. 5 direction sheet word change should read chance.)

For the teacher: General purposes -- reading of individual books, understanding of terms, developing appreciation of literature, and oral participation. Oral and written post test. (Answers may vary.) Answers to page 5: 1. nonfiction F. a make-believe story, a book that is not true, such as a fairy tale; 2. fiction C, a true book; 3. title of a book, B the name of a book; 4. superstition, A an idea that is not true and trusts magic or chance; 5. fact, D a true statement that can be proven; 6. opinion, G what a person thinks or believes about something, it is not always based on fact but could be; 7. realistic fiction, E a book or story that is not true but seems almost true. Some of the things in the story could have happened but didn't. Teachers should use anecdotal records for post test.

CA 3-101

CAN YOU DO THIS?

1. Draw a scene from a fable. Write the title of the fable.
2. Write the title of 2 other fables and the moral or lessons they teach.
3. Read words ending in le such as: fable, table, marble, able, puzzle, riddle, struggle, trouble, double, cable, giggle, simple, and divide these words into syllables.
4. Take part in discussion of fables.

For the teacher: General purposes -- independent word attack (syllables and le endings), word meaning, vocabulary enrichment, understanding of fables, creative writing, reading fluency, and individualized reading. Read-along records, audio cards, 2 taped lessons included. There is a book called Mabel and the Pickle-Flavored Bubble Gum that is to be used with tape #1. Oral and written post test. Answers for post test: 3. fa/ble, dou/ble, nee/dle, trou/ble, cat/tle, pur/ple, bot/tle, chuc/kled, mid/dle. 1. needle; 2. Double; 3. fable; 4. cattle; 5. chuckled; 6. purple; 7. trouble; 8. bottle; 9. middle.

CA 3-56j

CAN YOU DO THIS?

Spell these words:

- | | | |
|-----------|------------|---------------|
| 1. scrub | 7. stripe | 13. quiet |
| 2. scrap | 8. strange | 14. queen |
| 3. screen | 9. street | 15. three |
| 4. spring | 10. strong | 16. through |
| 5. squeal | 11. strip | *17. threw |
| 6. squeak | 12. quick | *18. December |

Use the words in sentences. * (sight words)

For the teacher: General purposes -- spelling, handwriting, and word and sentence meaning. Taped lesson and taped test.

CA 3-102

CAN YOU DO THIS?

Make compound words out of these words: pig, shake, eye, milk, pen, tea, rain, coat, brow, case, nut, dough, cut, stair, snow, yard, door, stick, flake, bell.

Divide these compound words into syllables: bluebird, mailbox, outside, shoestring, chalkboard, icecube, football, butterfly, overcoat, popcorn, pushbutton, highway.

Make up 5 compound words not listed above.

For the teacher: General purposes -- vocabulary building, structural analysis (compound words) syllables, creative writing, language development. Answers for post test: raincoat, snowflake, staircase, pigpen, doorbell, teacup, milkshake, eyebrow. sand/box, pop/corn, tree/house, high/way, rail/road, box/top, blue/bird, foot/ball, foot/print, dish/cloth, milk/man, out/side bookstore (2), daylight (2), pocketbook (3), afternoon (3), sidewalk (2), rowboat (2).

CA 3-103

CAN YOU DO THIS?

Read words such as found, round, bought, rough, soup, should, pouch, ouch, out. Use the words in sentences.

Read words in sentences that have vowel sounds like the vowel sounds in these words: how, cloud, crowd, grow, slow, tow, sew, toe, dough.

For the teacher: General purposes -- independent word attack (phonics ou-ow), spelling, word and sentence meaning, and listening. Audio cards and tapes included. Oral post test. Extensions are 99 and 104.

CA 3-104

CAN YOU DO THIS?

Read words such as crow, low, how, town, drown, grown. Write sentences legibly using ow words.

For the teacher: General purposes -- phonics (2 sounds of ow), spelling, handwriting, listening, word and sentence meaning, and creative writing. Post test answers will vary. Audio cards included.

CA 3-105

CAN YOU DO THIS?

In sentences read words with oy as joy and oi as noise.

Read these: 1. I would like to join the Boy Scouts. 2. When we plant a tree we must keep the soil moist. 3. My sister took a voyage across the Atlantic Ocean. 4. I don't enjoy anyone who makes too much noise. 5. Roy destroyed his new toy. 6. She said I had a choice of boiled or broiled fish. 7. Joyce has an old coin.

* * * * *

For the teacher: General purposes -- phonics (diphthongs), word and sentence meaning, listening, and following directions. Audio cards included. Oral post test.

CA 3-106

CAN YOU DO THIS?

Read these "sayings": sly as a fox, quiet as a mouse, soft as silk, busy as a bee. Make up some similes (sim-il-ees) of your own.

Read your similes to a small group. Use your best voice when you speak.

* * * * *

For the teacher: General purposes -- understanding of similes, creative writing, speaking, language development, review of antonyms, comparisons, and poetry. Two tapes included. Oral and written post test. Answers may vary.

CA 4-56k

CAN YOU DO THIS?

Spell these words:

- | | | |
|----------|-------------|--------------------|
| 1. I'm | 7. he's | 13. you're |
| 2. can't | 8. she'll | 14. he'd |
| 3. I'll | 9. wasn't | 15. hasn't |
| 4. isn't | 10. they're | 16. let's |
| 5. it's | 11. I'd | *17. U. S. A. |
| 6. we're | 12. don't | *18. United States |

Use the words in sentences.

For the teacher: General purposes -- spelling and reading of contractions, handwriting, use of apostrophe in contractions, periods and capitals in initials, and word and sentence meaning. Taped lesson and taped test included. Answers for page 6 are:

- A. I'll-aisle, they're-there, we'll-wheel, he'd-heed, we've-weave
B. cannot-can't, she will-she'll, is not-isn't, I would-I'd, do not-don't, has not-hasn't, you are-you're

CA 4-107

CAN YOU DO THIS?

1. Follow oral directions.
2. Follow written directions to answer questions.
3. Make something by following written directions.
4. Do something by following written directions (such as playing a game).

For the teacher: General purposes -- listening and following oral and written directions. Part of post test is teacher observation of work on projects. Part written. Page 8 answers are: 1. camp, 2. 5 6 9 X 8 7 X 4 1 0 X 3, 3. X O, 4. Did Bob Burns buy a new ball? 5. W 6. ☐ ☒ ☐ ☐
Answers for page 6 are as follows: 1-b, 2-c, 3-a, 4-c, 5-a. Taped oral directions. Sample of what sheet should look like are as follows:

1. Joe Brown (child's name)
2. girl (or boy)
3. yes

	make
stay	y
read	d
tent	t
man	n
pan/cake	p
outside	4
fisherman	3 m

CA 4-107

CA 4-109

CAN YOU DO THIS?

Use your best voice to: 1. take part in choral reading, 2. read a cartoon aloud to a small group (a cartoon you have drawn showing a communicating problem), 3. introduce people to each other, 4. give and take a telephone message.

For the teacher: General purposes -- developing skills of oral communication. Taped lessons included. Test is teacher observation of the following activities: choral reading, reading poetry or riddles, introductions and greetings, cartoons, discussion groups, manners while working.

CA 4-56L

CAN YOU DO THIS?

Spell these words:

- | | | |
|----------|-----------|-----------|
| 1. car | 7. curl | 13. corn |
| 2. hurt | 8. far | 14. bird |
| 3. her | 9. start | 15. burn |
| 4. clerk | 10. girl | 16. shirt |
| 5. skirt | 11. north | 17. torn |
| 6. fork | 12. serve | 18. hurl |

Use the words in sentences.

For the teacher: General purposes -- spelling and reading words with pattern vowels controlled by r, handwriting, and word meaning. Taped lesson and taped test included.

CA 4-111

CAN YOU DO THIS?

Read and rhyme words with double oo as in too, stool, droop, bloom, and double oo as in book, hook, look, crook. Use the words in sentences.

For the teacher: General purposes -- independent word attack skills, word meaning, and sentence comprehension. Audio cards included. Answers for page 3, no. 4:

- | | | |
|----------|----------|----------|
| 1. broom | 5. moose | 8. stood |
| 2. stool | 6. goose | 9. loop |
| 3. book | 7. food | 10. boot |
| 4. spoon | 7. tooth | |

Answers for page 4, Test:

- | | | |
|----------|----------|----------|
| 1. shook | 5. pool | 8. broom |
| 2. hook | 6. loose | 9. spoon |
| 3. moon | 7. shoot | 10. food |
| 4. cook | | |

CA 4-112

CAN YOU DO THIS?

Write an original riddle, limerick, or poem. (The poems don't have to rhyme.)

For the teacher: General purposes -- extension of CA 4-109, creative writing, hearing rhymes, reading riddles, limericks, and poems, and developing appreciation of poetry. Test is teacher observation and use of anecdotal records.

CA 4-113

CAN YOU DO THIS?

1. Write a friendly letter correctly.
2. Address an envelope.
3. Use commas correctly in dates, places, and after greetings.
4. Write your own name and address.

For the teacher: General purposes -- improving written expression, handwriting, use of punctuation signals, writing addresses, and form of friendly letter. Test - partial teacher observation of projects. Page 4 post test answers for question #3:

March 27, 1935	Best wishes,
April 13, 1960	Always your friend,
Miami, Florida	Sincerely,
Hartford, Connecticut	Dearest Betty,
Dear John,	Dear Mom,

CA 4-114

CAN YOU DO THIS?

Read words such as: sly, baby, monkey, honey, spry, why, hungry, angry.
Use the words in sentences.

For the teacher: General purposes -- independent word attack skills (2 sounds of y - long e and long i) one, two, and three syllable words, and developing vocabulary. Audio cards included. Answers for post test are:

- | | | | | |
|----------|----------|--------------|-----------|-----------|
| 1. heavy | 2. money | 3. weary | 4. monkey | 5. chilly |
| 1. spry | 2. nylon | 3. butterfly | 4. python | |
| synonym | sympathy | antonym | syllable | |

CA 4-115

CAN YOU DO THIS?

Underline the sentence that does not belong in this paragraph: Lake Sunapee, whose Indian name means "Land of the Wild Goose Waters," is located in New Hampshire. It is a spring-fed lake. The water is so clear and pure in the lake that you can drink it. Five wild geese landed on the dock. The lake is ten miles long and three miles wide. Many people come to the lake to enjoy swimming, boating, and fishing.

For the teacher: General purposes are to develop reading comprehension skills, paragraph construction, and keeping to the main idea. Answers are:

- p. 1 Five wild geese landed on the dock.
p. 2 A. Dad works at a factory that makes typewriters.
p. 3 B. Jim got a football for his birthday.
p. 4 A. The tallest clown likes bacon, eggs, and toast for breakfast.
B. The telephone rang twice.
Tim went out of the room to get a drink.

CA 4-116

CAN YOU DO THIS?

Read these words and write their plurals:

slip	box	church
dish	baby	monkey
boss	horse	man
child	clown	lion
lady	ribbon	wolf
loaf	bunch	day
mouse	circus	glass
buzz	gypsy	goose

For the teacher: General purposes -- reading and writing singular and plural nouns (regular and irregular spellings), spelling generalizations, and agreement in sentence construction. Answers for page 1 are:

slips	boxes	churches
dishes	babies	monkeys
bosses	horses	men
children	clowns	lions
ladies	ribbons	wolves
loaves	bunches	days
mice	circuses	glasses
buzzes	gypsies	geese

Answers for test are:

7, 8, 9, 11, 12, 4, 13, 14, 2, 10, 5, 3, 1, 6
2, 10, 6, 9, 5, 12, 1, 7, 11, 4, 3, 8, 14, 13

1. axes, 2. passes, 3. men, 4. elves, 5. dishes, 6. lunches, 7. puppies,
8. donkeys, 9. lives, 10. desks, 11. games, 12. books, 13. classes,
14. pennies

CA 4-117

CAN YOU DO THIS?

Read words with oa that have a long o sound, and read a few words with oa that do not have long o sound. AS: board, hoarse, coarse, soar, abroad.

For the teacher: General purposes -- independent word attack skills (making generalization that usually oa team in a word has long o sound - exceptions to rule also presented as in oasis) and word and sentence comprehension. Audio cards included. Post test is oral.

CA 4-118

CAN YOU DO THIS?

Read and write words that have long a sound as in mail, braid, bray, clay, main, grain, Spain, faint, wait, paid, strait, sprain, pail, plain. (Also read word said.) Use words in sentences.

For the teacher: General purposes -- independent word attack skills, reading words with ai-ay having long a sound and exceptions, word meaning, and sentence meaning. Audio cards included. Answers for post test may vary as it is writing and reading original sentences with words having ay and ai.

CA 4-119

CAN YOU DO THIS?

Read words with ea having long e sound, such as: reach, peal, steal, teach, peach. Read words with ea that don't have long e sound, such as: spread, thread, instead, health, wealth. Use the words in sentences.

For the teacher: General purposes -- independent word attack skill (generalization ea in word may have long e sound - exceptions to rule also studied) and word and sentence meaning. Audio cards included. Post test is part oral. Answers for written are:

- | | |
|---|------------------------|
| A. 1. bread, 2. spread | B. 1. bead, 2. unclean |
| C. each-2, head-1, peach-2, seal-2, beach-2, thread-1 | |
| teach-2, spread-1, bean-2, bread-1, deal-2, steal-2 | |
| meal-2, instead-1, peal-2, heal-2, health-1, wealth-1 | |
| read-1 read-2 lead-2 lead-1 | |

CA 4-56m

CAN YOU DO THIS?

Spell these words:

- | | | |
|-----------|-------------|-------------|
| 1. candy | 7. card | 13. goat |
| 2. cellar | 8. circle | 14. garden |
| 3. carrot | 9. couch | 15. garage |
| 4. circus | 10. Canada | 16. giant |
| 5. coach | 11. cabbage | 17. giraffe |
| 6. center | 12. cage | 18. budge |

Use the words in sentences.

For the teacher: General purposes -- spelling and reading words with hard and soft g, c and k spelling of k sound, word meaning, and handwriting. Taped lesson and taped test included.

CA 4-56n

CAN YOU DO THIS?

Spell these words and use them in sentences:

- | | | |
|------------|-------------|------------|
| 1. may | 7. make | 13. nail |
| 2. day | 8. making | 14. great |
| 3. way | 9. baking | 15. sleigh |
| 4. praying | 10. taming | 16. weigh |
| 5. saying | 11. skating | 17. acorn |
| 6. blame | 12. trail | |

For the teacher: General purposes -- spelling and reading words with long a sound: ai, ay, ei, ace, ea; dropping e before adding ing, word meaning, and handwriting. Taped lesson and taped test included. Answers for page 2:

1. weigh, 2. sleigh, 3. blame, 4. great, 5. acorn, 6. nail, 7. day, 8. praying, saying, 9. (1) baking, (2) taming, (3) skating, (4) making, 10. yes.
- | | | | |
|--------|--------|--------|--------|
| 1. yes | 2. yes | 3. yes | 4. yes |
|--------|--------|--------|--------|

CA 4-120

CAN YOU DO THIS?

- I. Tell your teacher what this symbol (ə) is called.
- II. Read aloud each sentence below and circle the unaccented syllable of the underlined words: 1. The story was about a boy and his dog. 2. We saw a clown in the circus. 3. Have you ever taken a book from the library? 4. He made a mask that was very evil looking. 5. A lemon has a sour taste.
- III. Pronounce these words: (spə get ə) (bə nan 'ə) (tə mā tō) (chik 'ən)

For the teacher: General purposes -- recognition of schwa sound and symbol, unaccented syllables, dictionary skills (pronunciation key - the schwa), and word enrichment. Tape included for auditory training. Test is partially oral. Written answers are:

Page 1 - @about circus taken evil lemon

Page 2 - yes

Page 5 - 1. ə hed' 2. ā 'prəl 3. bok 'sər 4. za' brə
5. wōl 'rəs 6. gə ril' ə 7. wag 'ən 8. vul' chər
9. vil' ə 10. ū 'nə kōrn 11. um brel' ə
12. gal' əp 13. zith' ər

Page 6 - 1. d, 2. f, 3. e, 4. b, 5. g, 6. c, 7. a

CA 4-121

CAN YOU DO THIS?

Read words such as: graph, tough, photo, through, nephew, alphabet, Phil, sphere, geography, enough, laugh, bought, sight, ghost, pharmacy, cough, elephant, thought. Use the words in sentences.

For the teacher: General purposes -- independent word attack skills (ph and gh sounding like f, silent gh review), and word and sentence comprehension. Audio cards included. Tests are part oral and part written. Written answers are:

Page 3 - elephant, nephew, sphere, telephone, pharmacy, phial, photo, graph

Page 4 - enough, cough, tough

1. nephew, 2. elephant, 3. geography, 4. pharmacy, 5. cough, 6. Phil, 7. sphere, 8. through

CA 4-91a

CAN YOU DO THIS?

Spell these words:

- | | | |
|----------|-------------|------------------------------|
| 1. house | 7. point | 13. flew |
| 2. ounce | 8. join | 14. blew |
| 3. proud | 9. spoil | 15. chew |
| 4. sound | 10. toy | 16. blue |
| 5. about | 11. annoy | 17. glue |
| 6. boil | 12. destroy | *18. Washington (sight word) |

Use the words in sentences.

For the teacher: General purposes -- spelling and reading words with ow-ou spelling of ou sound; oy-oi patterns, ue, ew patterns, handwriting, and word meaning. Taped lesson and taped test included. Possible to use corresponding audio cards.

CA 4-122

CAN YOU DO THIS?

1. Circle the verbs in the sentences. Underline the part of the sentence that is the predicate. (a) John paddled the canoe. (b) The students performed in a play. (c) He caught a frog. (d) My mother washes my clothes.
2. If the word in the box is used as a noun, write N on the line. If the word is used as a verb, write V on the line.

- | | |
|--------------|--|
| <u>catch</u> | a. He made a good catch. _____ |
| | b. I will <u>catch</u> the ball. _____ |
| <u>paint</u> | a. Let's paint a picture. _____ |
| | b. He bought red <u>paint</u> for the house. _____ |

CA 4-122 (Cont'd)

For the teacher: General purposes -- reading and listening comprehension, language function of verbs and nouns, sentence construction. Two tapes and read-a-long records are included. Answers are:

Activity #2: 1. Rumpelstiltskin, 2. the miller, 3. the king and his men, 4. the miller's daughter, 5. the miller, 6. the people, 7. Rumpelstiltskin, 8. the miller's daughter, 9. Rumpelstiltskin, 10. messengers

Page 1 - 1. (a) paddled (b) performed (c) caught (d) washes

2. (a) catch N (b) catch V (a) paint V (b) paint N

Page 6 - 1. fixed 2. dusts 3. paddled 4. use 5. sings 6. acted

7. read 8. caught

sound 1. N fold 1. V print 1. V
2. V 2. N 2. N

CA 4-124

CAN YOU DO THIS?

1. Use any of these 4 words in sentences: gigantic, garage, garbage, gorgeous.
2. Circle the words below that have a "g" sound like the "g" in golly: gown, goblet, gypsy, ghost, gem, gasp, giant, geranium, gardenia, gelatin, germ, garlic, garden, giraffe, gallon, gentle, gang, gun, gerbil, gamble, ginger, genius, George, Gail, gibberish, single, finger, angel, frog.

* * * * *

For the teacher: General purposes -- independent word attack skill (2 sounds of g), word and sentence meaning, vocabulary enrichment, and spelling. Tape and read along booklet included. Test is part oral and part written. Written answers are:

1. e, y, sometimes i
2. "g" sounds like "g" in golly: gill, giddy, girl, girdle, goes
"g" sounds like "g" in gee-whiz: giraffe, ginger, giant, gibberish, giblets
3. gardenia-7, gigantic-3, garage-2, gorgeous-4, garbage-1, gallon-6, genius-5

Spelling Elements (Series 1-7)

The spelling lessons use words having similar spelling patterns and one or two sight words. These lessons are to be done EITHER after the student has successfully completed the related reading objective OR while he is working on the reading objective. Handwriting practice sheets are included in each lesson and each objective has corresponding laminate sheets that provide comprehension activities. Each spelling lesson is on cassette and the student uses page 1 of the direction sheets with the cassette. In addition, the final test for each lesson is on cassette. The student should not have the direction sheets in front of him while taking the final test. There are 31 spelling lessons in the series 1 thru 7. These are coded: 56a through 56n; 91a thru 91m. Spelling lessons 142a, 142b, 142c, and 142d may also be used in series 1 thru 7, even though they have been placed in series 8 and 9.

Listed below are Kottmeyer's list of spelling elements and the number of the objective where they are found. Other spelling elements in addition to the Kottmeyers are also listed below.

<u>Spelling Elements</u>	<u>Number of Objective</u>
1. short vowels	56a (emphasis), 56b, 56c, 56d, 56e, 56f
2. two vowels together	56i
3. vowel-consonant-e CVCe	56h
4. ow-ou spelling of ou sound	91a, 91h
5. two sounds oo	91i
6. final y as long e	91j
7. c and k spellings of k sound	56m
8. wh, th, sk, ch, and ng spellings	56d (initial), 56e (final), 56g (initial)
9. ow spelling of long o	91h
10. doubled final consonants	56b
11. -er spelling, -est spelling	91m
12. oy spelling of oi sound	91a, 91i
13. ay spelling of long a sound	56n
14. <u>le</u> ending	91c
15. vowel before <u>r</u>	56L
16. addition of <u>s</u> , <u>ed</u> , <u>ing</u> , 3 sounds of <u>ed</u>	91L
17. <u>j</u> spelling of soft <u>g</u> sound	56m
18. doubling final consonant before <u>ing</u>	56n, 142a, 142b
19. dropping final e before <u>ing</u>	56n, 142a, 142b
20. changing final y to i before ending	56n, 142a, 142b
21. compound words	91d
22. contractions	56k
23. silent <u>gh</u>	91c
24. non-phonetic spellings	sight words in every objective
25. long a sound ai, ay, ei, ace, ea	56n

26. consonant blends	56c, 56d, 56e, 56f, 56j
27. hard and soft g	56m
28. ou, oi, oy, ew, ue spellings	91a
29. silent consonants	91b
30. au, al, aw sounds	91b
31. plural forms and changing f to v and y to i	91e, 91f
32. homonyms	91g, 91h, 91k
33. au or ou as (<u>saw</u>)	91g
34. ie-ei spellings (<u>ē</u>)	91g
35. gh, ph as f	91k, 142b
36. er, or, ist	142c
37. en, ly	142d
38. ea spelling for short e sound	91b
39. dge endings	91c

SEQUENCE OF A READING GENERALIZATION AS PRESENTED IN THREE DIFFERENT PROGRAMS

	Enters School			Moves to 2nd School			Moves to 3rd School		
Book*	A	B	C	D	E	F	G	H	I
Mer	---	---	---	(X)			[R]		
SRA			---	---	---	---	(X)		[R]
BRL		(X)			[R]	---	---	---	---

(X) Generalization presented
 ---- Student mobility
 [R] Review

HOW GOOD IS THAT DECODING RULE?

"When two vowels go walking--the first one does the talking and it is usually long." Have you seen this catchy phrase? Have you used it to help students decode words? Have you seen colorful pictures showing two vowels walking hand in hand? Have most students been able to learn this rule easily? Can they apply this rule or make the generalization?

Most students have no difficulty learning this rule, AND YET, it has so many exceptions that it is relatively useless as a decoding help. In fact, studies done of phonic rules and their utility for primary and intermediate reading have shown this well-touted generalization to be useful with only 18 percent of the words the student meets.

This does not mean that all generalizations we wish the child to grasp in order to function independently are useless. It does mean we have to take a hard look at some of the decoding/encoding generalizations.

GENERALIZATIONS

Recent research³ indicates that many of the generalizations previously taught hold true less than 50 percent of the time and fail in usefulness for words beyond the primary level.

There is ample research to show that in the earliest stages of learning to read, a word carries much more meaning for a child than a letter: the word pig carries meaning; the letters p, i, g -- do not. HOWEVER, children cannot go on indefinitely learning whole words by sight, using configuration, or context clues alone, but need additional clues to assist them in independent word attack skills. In fact, most modern authorities of reading advocate

some method of decoding whether it be a phonic or linguistic approach (Dr. Chall - Learning to Read, The Great Debate).

Since phonics is considered one of the helps in providing decoding clues for the student, it is important for teachers to consider the value of phonic generalizations which are commonly taught. Therefore on the following pages we have listed the generalizations that have a high percent of utility for words beyond the primary level. We have also included a cross reference which shows the similarity of useful phonic generalizations to spelling and linguistic generalizations. At this time, the listing is not complete as there may be other generalizations, including some more suitable for intermediate grades, which have not been discovered.

In listing these generalizations, it is not our purpose to encourage teachers to pound rules into the students' heads. Rather, they are meant to serve only as guides for teachers planning learning activities. Generalizations, of course, serve only as aids and are not learned as hard and fast rules. In addition, some generalizations included (such as #18-- having a utility of 63 percent) have exceptions with almost equal utility which means the exceptions must also be presented.

³Clymer, T., "The Utility of Phonic Generalizations in the Primary Grades," The Reading Teacher, 1963, 16, 252-258.
Emans, Robert, "The Usefulness of Phonic Generalizations Above the Primary Grades," The Reading Teacher, 1967, 20, 419-425.

PHONIC GENERALIZATIONS

cat, hen,
cup, pin,
pot, car

1. When there is one vowel in the middle of a one syllable word, the vowel is usually short--except that it may be modified in words in which the vowel is followed by r. (80% utility) (Linguistic generalization #1)

her, car,
fir, fur,
for, word

2. The letter r gives the preceding vowel a sound that is neither long nor short. (82% utility) (Linguistic generalization #2)

A B C D E
cry baby

3. A long vowel sounds like it does in the alphabet -- a-e-i-o-u. (The letter y sometimes sounds like long e and sometimes sounds like long i.) (100% utility)

ss - less
dd - add
gg - egg

4. When 2 of the same consonants are side by side, only one is usually heard (91% utility)

cat
cell
cider

5. When C is followed by o or a, the "K" sound is likely to be heard--examples: cap-cop. (100% utility) When C is followed by i, e, or y, the "S" sound is likely to be heard.

gun
gem
giant

6. "G" often has a sound familiar to that of "j" in jump when it is followed by i, e, or y. (80% utility) G also has a hard sound as in goal.

church
fish
ship
with
what

7. When "c" and "h" are next to each other, they make only one sound. (100% utility) ch, sh, th, and wh are speech blends which have two letters but one sound. Examples: fish, what, with, chin, thousand. (ch most often sounds like ch as in chair, 67% utility.) It may also sound like "k" as in character or "sh" as in champagne.

mixture

8. "x" often has the "ks" sound as in box. (100% utility)

Phil

9. "ph" as an "f" sound as in phonograph. (100% utility)

clock

10. We often use "ck" to make a "k" sound at the end of a word or syllable. (100% utility)

fool
hood

11. The letters oo usually have the double o sound as in food, pool. (100% utility) The letters oo also have the double o sound as in wood. (Linguistic generalization #5)

meet

12. Words having double e usually have the long e sound as in peek, volunteer. (100% utility) (Linguistic generalization #5)

Phonic Generalizations (Cont'd)

candy
spy

13. The letter "y" has 2 sounds when used as a vowel (long i as in cry, long e as in baby). (98% utility) When "y" is used as a vowel, it most often has the sound of long e as in baby. (92% utility) The letters "ay" have the sound of a as in play. (100% utility) (Linguistic generalizations #2 & #5)

mate
excep.
give

14. When there are 2 vowels in a word, one of which is final e, the first vowel is long and the e is silent. (63% utility) (Linguistic generalization #4)

know
now

15. The two letters ow together make either the long o sound we hear in slow, elbow--or they make the "ou" sound we hear in mouth, such as: crowd, scowl. (100% utility) (Linguistic generalization #5)

knot
write
light
scent
sword

16. When a word begins with "kn" the k is silent. When a word begins with "wr," the "w" is silent. When "ght" is seen in a word, the "gh" is silent. Other consonants are sometimes silent as "l" in chalk, "b" as in thumb. (100% utility)

might

17. When the letter i is followed by the letters gh, the i usually is long and the gh is silent. (100% utility) (Linguistic generalization #6)

quick

18. The letter q always is followed by "u" to make a "kw" sound. (100% utility)

noise
boys

19. We usually make the vowel you hear in joy and boil with "oi" and "oy." (100% utility) (Linguistic generalization #5)

plain
excep.
said

20. When two vowels are together and the first is "a" and the second is "i," the "a" usually is long and the "i" is silent. (83% utility) (Linguistic generalization #5)

boat
excep.
broad

21. When two vowels are together and the first vowel is "o" and the second is "a," the "o" is usually long and the "a" is silent. (86% utility) (Linguistic generalization #5)

all
caught
crawl

22. The letter a has the same vowel sound when it is followed by w, u, or ll. (84% utility) (Linguistic generalization #5)

stare
excep.
are

23. When a is followed by r and final e, we usually expect to hear the sound heard in care. (99% utility)

Phonic Generalizations (Cont'd)

wish
wishes

24. We change noun endings to form plurals. We add s or es, or change final y to i. Words ending in sh, ch, x, s, usually add es. Ex: dishes, churches, boxes, bosses.

keys
babies

25. When words end with a consonant and "y," we usually change "y" to "i" before adding an ending--candy, candies.

d
ed

26. We usually change verb endings when we want to form the past tense of verbs. We add ed to most verbs. We add d to verbs which end in e. Sometimes we double the final consonant of a verb before we add ed. Ex: jump, jumped; hop, hopped; hope, hoped. (Spelling generalization #1)

er
est

27. We change adjective endings by adding r and st or er and est. Sometimes we change a final y to i before we add er or est. Ex: friendly, friendlier, friendliest; cold, colder, coldest, big, bigger, biggest; brave, braver, bravest. (See #24 & Spelling #1)

ing

28. We change word endings when we form participles by adding ING. Sometimes we drop a final o before we add ing. Ex: snore, snoring; rap, rapping; jump, jumping. (See Spelling #2)

pigpen

29. We often put words together to make compound words. Ex: pigpen, eyebrow.

pre
fix

30. There are common prefixes which we use with words to change their meanings. Ex: redo; defame; disapprove; express; protect; prepare; incomplete; improper; unable; entire; confess. If a, in, re, ex, de, or be is the first syllable in a word, it is usually unaccented. (83% utility)

suffixes

31. There are common suffixes which we add to many words to change their parts of speech. Ex: swiftly, rocky, neatness, agreement, comfortable, dangerous, allowance, careless, careful, defensive, etc.

syllables
Every word
has a
vowel

32. When long words are not compounds or have no familiar prefixes or suffixes, we count the vowels to find how many syllables. We do not count silent vowels. Then we divide the word into syllables. (Do not divide consonant blends or digraphs.)

Examples: pho/to/gr a ph
c v/cv/c v c

When we get vowel-consonant-consonant-vowel, we divide between the consonants. Then we find out if the vowels in the syllables are long or short. If a syllable ends with a vowel, it is most often a long

Phonic Generalizations (Cont'd)

32. (Cont'd)

vowel. (go, no, etc.) If a syllable ends with a consonant, the vowel is more often short (mat, bat). If the vowel is followed by r, the vowel is neither long nor short. (92% utility)

Examples: mat/ter -- vol/ca/no -- mar/ket
cvc/cvc cvc/cv/cv cvc/cvc

church/es
chur/ches

33. When the first vowel element in a word is followed by th, ch, or sh, these symbols are not broken and may go with either the first or second syllable. (100% utility) Ex: atheism.

le

34. In words ending in le, the consonant before le usually begins the last syllable and the e is silent. Ex: puz/zle, ta/ble. (78% utility)

A Note about Grade Levels

"Most of the formulas and vocabulary specifications now used for grading primary-level books are based on the standards of the basal readers published in the late 1940's and early 1950's. If we do not develop new standards, we will be overestimating difficulty and underchallenging the children.

Even before changes in published materials are made, schools should take the ceilings of the levels of readers from which children now receive instruction. The "skill-building" exercises suggested in the manuals and in the work books are not all needed. In fact, as we learned from the basal-reader analysis, many of the exercises are of questionable value."⁴

4. Chall, Jeanne Learning To Read, The Great Debate. McGraw-Hill, 1967, page 312.

LINGUISTIC GENERALIZATIONS

CVC

1. (The single or short vowel pattern) When there is a single vowel within a one syllable word, the vowel is short. One or more consonants may precede the vowel, more than one consonant may follow. Ex: catch, that, witch, chip, stretch, scotch, crop, clump, lump, etc. Pattern known as CVC.

r

2. (Vowel with r pattern) A vowel and r represent a special sound as in arm, harm, or, for, fur, fir, her. When w precedes or or ar, it modifies the sound as in work, war.

CV

3. (Open vowel pattern) If a single vowel ends a one syllable word, the vowel is long--go, no, my, cry, he, she. This open vowel pattern may also appear at the end of an accent syllable within a word--in which case it is a long vowel. Ex: ba/by, du/ty, di/al, po/em.

CVCe

4. (Vowel with final e pattern) If a vowel is followed by a consonant and final e, the first vowel is usually long. Ex: skate, slide, fuse, hope. (The e has changed the short vowel to long as mat, rate.)

CVVC

5. (The double vowel pattern) Words may be grouped by the sound of the two vowels in middle position.
 1. Double ee--long e sound, beet.
 2. Ai sounds like ay as in brain, spray.
 3. Oi sounds like oy as in coin, boy.
 4. Ou in out sounds like ow in clown.
 5. Au in fault sounds like aw as in claw and a as in fall.
 6. Eu as in neutron sounds like ew as in knew.
 7. Double oo may sound like oo as in fool or oo as in good.
 8. Ou as in would sounds like oo as in wood.
 9. The letters oa usually have a long o sound as in coat.

exceptions

6. (Special vowel consonant patterns) Words may be grouped by special combinations that break pattern generalization #1. These may be old-cold, bold, igh-sight, flight, might, ong-long, song, wrong, ind-mind, bind, kind.

SPELLING GENERALIZATIONS

1. Most words of one syllable that end in a single consonant following a single vowel, double the final consonant before adding ing or ed. Ex: run, running.
2. A word ending in a silent e usually drops the e before adding a suffix beginning with a vowel. snore, snoring.
3. A word ending in silent e usually keeps e before a suffix begging with a consonant. Ex: care, careful.
4. Words that sound alike but are spelled differently are called homonyms and are learned through a combination of sound-sight-meaning. horse-hoarse, knight-night, rode-road.

OVERVIEW OF DECODING SKILLS

- A. Preparatory skills. Knowledge of sound letter relationships--meaning of words in context.
1. Auditory perception (listening for sounds in initial, final, and medial positions).
 2. Auditory discrimination (listening for differences between sounds: e.g., hat/cat, cat/cab, sat/sit).
 3. Visual memory (recalling the shapes of letters and words).
 4. Visual discrimination (distinguishing between similar shapes of letters and whole words).
 5. Alphabet recall.
- B. Consonants and consonant combinations.
1. All consonants with single sound. (b, h, j, k, l, m, n, p, r, t, v, w, x, y, z)
 2. Consonant clusters in initial, final, and medial position.
 3. Consonants having 2 sounds. (c as "k" and "s"; g as "g" and "j"; f as "f" and "u"; s as "s" and "z," etc.)
 4. Consonant digraphs (ch, th, sh, wh, gh, ph).
 5. Silent consonants (knife, write, sighs, night, column, lamb, back).
- C. Vowels and vowel combinations
1. Short vowel patterns; CVC (cat), CVVC, CVC in the accented syllable (wagon).
 2. (E) spelled ea (bread), ie (friend), ai (said)
(U) rough, other, some.
 3. Long vowel patterns: VCe (pane), CV (go)
 - a. (A) spelled as in day, they, main, sleigh
 - b. (E) spelled as in green, each, chief, receive, baby, key,
 - c. (I) spelled as in high, cry, cried
 - d. (O) spelled as in boat, cold, grow
 - e. (U) spelled as in new moon
 4. Other vowel sounds as in "a" calm, oo-hook
 5. Effect of r on vowels.
 6. Effect of "l," "lk," "w," and "u" on "a" as in hall, talk, bawl, haul
 7. Diphthongs on house; oi-boil; oy-boy.
 8. Unstressed vowel (Schwa).
- D. Structural analysis (to be continually emphasized in intermediate level)
1. Compounds of 2 or more words
 2. Roots, prefixes, and suffixes

3. Contractions
4. Effect of endings on spelling
 - a. silent e ending
 - b. one-syllable words ending in single consonant (winning)
 - c. words ending in g
 - d. words ending in s, x, ch, sh, requiring es
 - e. ed endings
5. Syllabication
 - a. understanding that a syllable contains one vowel sound
 - b. hearing syllables in words
 - c. syllabication generalizations

APPENDIX A

Since there may be a tendency on the part of some teachers using this program to feel that they are not "teaching" or that teacher-pupil interaction is at a minimum, some reminders are in order.

A primary goal of Hartford '74 is to develop self-directed learners. As Alan S. Cohen has stated: "...deprived low-achievers can become self-directed learners if we teach them how."¹ Perhaps because it is so obvious, we may overlook the fact that - in a large measure - the fundamental skill of knowing how to learn (or knowing how to teach yourself) is dependent upon communication skills. In reality then, teachers will be applying all skills of communication as they help students become self-directed learners; and more teacher-pupil interaction will occur with this program than occurs in a traditional classroom. Certainly these words of Alan S. Cohen bear repeating: "No other teaching except the 1 to 1 tutorial method provides as much teacher-pupil interaction as the self-directing classroom."²

It can be said that the development of this program has a long history even though the actual writing didn't begin until 1970. The idea of relating all skills in the communication arts complex is not new. In fact, the theory was explored in a series of in-service workshops, conducted by the reading department in 1967, to promote a project entitled Development of the Role of The Language Arts Generalist. The rationale of that project stated: "Language skills are interrelated. Training in one specific area of language arts would not provide the improvement of skills that would accrue if emphasis were given in the entire area of communication skills." In working to implement the theories of skill relatedness and individualization of instruction, some

problems were encountered.

This program did not have the funds to make or purchase film loops for handwriting instruction. Of course film loops are useful tools. But since they are not available, teachers should analyze the handwriting practice sheets included in some packets, diagnose the writing problems, and then set aside time for direct instruction of handwriting in small groups for students showing similar needs. Although teachers will be working occasionally with small groups needing extra handwriting instruction, handwriting should not be considered a separate, discrete subject. Instead, teachers are urged to use all writing activities included in the packets to strengthen the student's ability to write legibly.

Another problem met in creating this program was how to supply the teacher-directed lesson when it was needed. To solve this problem, we created tape lessons. Audio cards are also used for work in auditory discrimination and sound symbol relationships. In some cases, teachers may still wish to have additional teacher-directed reading lessons. They should feel free to do whatever they feel is required to assist students. However, it is hoped that teachers will see the implications in the following: "...our observations of beginning reading classrooms for disadvantaged children reveal that they do not read enough in the classroom. Either the teacher talks too much or the children sit and listen while one child reads. The actual amount of time each child spends reading, for pleasure and/or information is quite short. A recent study indicated that 47 to 49 percent of the classroom time designated as the reading period was spent by teachers talking to or at their pupils."³

¹Cohen, Alan S. Teach Them All to Read, p. 246.

²Ibid, p. 239.

³Ibid, p. 187.

APPENDIX B

Principles that Guided the Selection and Creation of Materials

It was the consensus of the committee that materials for this program should be:

1. Accessible. Good teachers can do a good job teaching skills with any materials; but often a good teacher is frustrated when she must hunt for materials geared toward meeting a specific learning need. The materials are necessary to meet the need of a student at the moment the need arises. The materials for this program should be on hand; and should be coded or indexed to ease the student's or teacher's task of finding them.

2. Varied. We should not as teachers presuppose that a student is "stuck with" one learning style for the rest of his life. Rather, we should provide the student with multi-sensory stimuli that will develop all possible learning modalities. We should provide a variety of settings (alone, small groups, large groups) in order to train the student to function in many different environments.

3. Purposeful. Learning should be based upon relevant, high-priority objectives that have been predetermined by teachers. And we should use materials that are designed to match the objective. This does not mean that students cannot create new objectives or use other materials. It does mean that we as teachers must assume some of the responsibility for learning and recognize the fact that when some students are left to their own devices they will not always find a purposeful or constructive objective.

4. Thoughtful. Learning experiences should be based upon valid research. They should be sequenced by degree of sophistication and mastery in order to provide security and success for the learner. Learning should be fun. Insecurity and frustration are not fun. Learning becomes a hateful process when learners are asked to complete tasks which are above or below their present capabilities or interests.

5. Flexible. It is recognized that all languages change. The materials should allow the teacher to accept the student's style of expressing himself and use this as a base to broaden the student's language experiences.

6. Child-Centered. Materials should be based upon student interest and motivation. It is often difficult to make a valid assessment of materials that indeed interest students. Whenever possible we should use materials that have already been proven to have high student interest. When specific materials are not available commercially, these should be written by teachers who have a practical knowledge of student abilities and interests. Needless to say, no offensive materials should ever be included. However, this does not imply censorship. We cannot censor all printed materials that are available to students outside of school. But we can teach them to read critically.

7. Individualized. The materials should be task oriented so that a student may proceed from task to task according to his own learning rate. The materials should be self-instructional and self-correcting.

Evaluation

If you complete this sheet - please send it to the Curriculum Office, Attention: Alice Fraser, Editor for Curriculum Publications. Copies of other objectives printed in the original working paper will be sent upon request.

1. Are some objectives unnecessary? Which ones?

2. Are there better activities for a particular objective?
What are they?

3. Other suggestions.

4. Questions about materials - etc?

- - - GOAL - - -

CA 3-95

(SAMPLE)

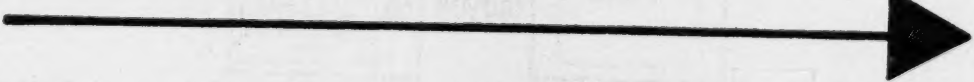
CAN YOU DO THIS ?

Read words ending in ed showing 3 ending sounds (d, t, ed); such as: called (d), looked (t), lifted (ed). Use the words in sentences.

(2 tapes - record Wizard of Oz.)

**If You CAN —Please Turn To
Page**

8

**If You CAN NOT Do This—Turn To
The Next Page And Do What It
Says.** 

1

47

(42)



HARTFORD PUBLIC SCHOOLS

1. You will need

Listen and read Language Master Cards CA 3-95.

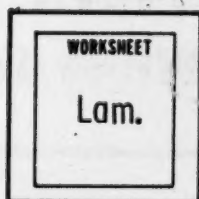
2. You will need

Listen to Tape 1 CA 3-95 Fred and The Wicked Witch. Use pages 3 and 4 as you listen.

Listen to Tape 2 CA 3-95 Sounds of ed. Use page 5 as you listen.

3. You will need

Listen to Wizard of Oz. Follow along as you listen. Watch for these words: lived, nested, looked, wished, lifted, carried, landed, called, wicked, hoped, wanted, marched, cheered, allowed, listened, promised, asked, managed, melted, happened.

4. You will need

and
maybe



Do Laminate Sheets CA 3-95, No. 1, 2, 3, and 4

Use with Tape 1 - Fred and the Wicked WitchBox 1

1. Today I want a dish of ice cream for dessert.
Last night I wanted a piece of cake.
2. We live in Hartford, Connecticut.
We lived in New York City before we moved here.
3. Wayne and I walk to school together.
This morning we walked very slow and were late for school.

Box 2

want	wanted	(ed)
live	lived	(d)
walk	walked	(t)

Box 3

1. act	acted	6. end	ended
2. wait	waited	7. braid	braided
3. date	dated	8. decide	decided
4. suspect	suspected	9. reward	rewarded
5. bat	batted	10. pad	padded

Use with Tape 1

Box 4

- | | |
|-------------------|------------------------|
| 1. play, played | 9. happen, happened |
| 2. try, tried | 10. scare, scared |
| 3. free, freed | 11. flutter, fluttered |
| 4. grab, grabbed | 12. pave, paved |
| 5. beg, begged | 13. brew, brewed |
| 6. pull, pulled | 14. allow, allowed |
| 7. mail, mailed | 15. empty, emptied |
| 8. dream, dreamed | 16. quiz, quizzed |

Box 5

- | | |
|-------------------|-------------------|
| 1. bake, baked | 6. wish, wished |
| 2. pack, packed | 7. stuff, stuffed |
| 3. ask, asked | 8. guess, guessed |
| 4. talk, talked | 9. hope, hoped |
| 5. munch, munched | 10. tax, taxed |

Use with Tape 2

1. The movers loaded furniture onto the truck.
2. Mother stuffed the turkey.
3. Peter closed the door.
4. Sid raced Al to the corner.
5. The door slammed on my foot.
6. Dad trimmed his beard.
7. Milt and Nick pretended they were pirates.
8. The trooper worked long hours to solve the case.
9. Fire sirens clanged for thirty minutes.
10. Once again, Lew Alcindor scored the most points.
11. Everyone laughed at the joke.
12. The audience applauded at the end of the play.
13. Mr. Williams promised to meet me at 7:30.
14. The weatherman predicted a snow storm.
15. Crowds gathered to watch the fight.
16. The dog barked at the stranger.
17. I tripped over the loose board.
18. I then got a hammer and nails and fixed it.
19. Our club elected a new president.
20. Jim showed us a short cut.

ed	t	d
ed	t	d
ed	t	d
ed	t	d
ed	t	d
ed	t	d
ed	t	d
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ed	t	d
ed	t	d
ed	t	d

5. You will need.and
maybe

Do any of the following:

Modern Curriculum Press, Phonics Workbook - A, page 237B, pages 98, 99, 100,
101, 103, 104, 105, 106,
107, 108, 112, 121, 122C, pages 59, 61, 62, 63,
64, 65, 67.ORBarnell Loft, Working With Sounds, Book A, units 34, 36

Book B, units 11, 12

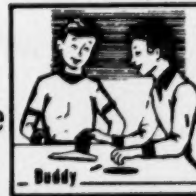
Book D, unit 21

DON'T WRITE IN THE BOOKS PLEASE.

AND/OR

6. You will need.

or

and
maybe

Do any of the following that your teacher checks:

<u>Book</u>	<u>Workbook</u>	<u>Number</u>	<u>Pages</u>
	G360	3 and 4	54, 69
	G360	5	31, 74, 68
	G360	6	21, 64, 80
	G360	7	102

6. Continued

<u>Book</u>	<u>Workbook</u>	<u>Number</u>	<u>Pages</u>
	ABC	E	22, 46, 59, 94, 34
	ABC	F	13, 38
	ABC	G	58
	ABC	H	97
	ABC	I	3, 53
ABC		E	72, 129
ABC		F	103
ABC		G	57, 36
ABC		H	18, 52
ABC		I	184
MH		4	66-69 (ed-t) 109-113 (ed-id) 70-71 (ed-d)
BRL		10	21-36 (ed-t) 37-49 (ed-d) 50-56 (ed-id)
Mer.		5	70-93
<u>Language and</u> <u>How to Use It</u>		3	199, 200, 201, 202, 226, 232, 233, 234
<u>Harcourt Brace</u> <u>Reading Skills</u>		4	1
<u>Reading Skills</u>		5	71

OTHER

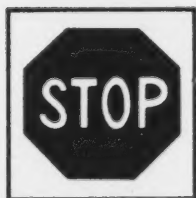
TEST

Read the words below aloud. If the ending sounds like t, write the word under the t. If the ending sounds like ed, write the word under the ed. If the ending sounds like d, write the word under the d.

lived, hoped, landed, cheered, wished, guessed, lifted, happened,
jumped, wanted, scared, munched, promised, asked, melted, called,
brewed, decided, listened, loved, marched, looked, suspected, patted,
hated, missed, sounded.

dedt

Can you use the words in sentences?



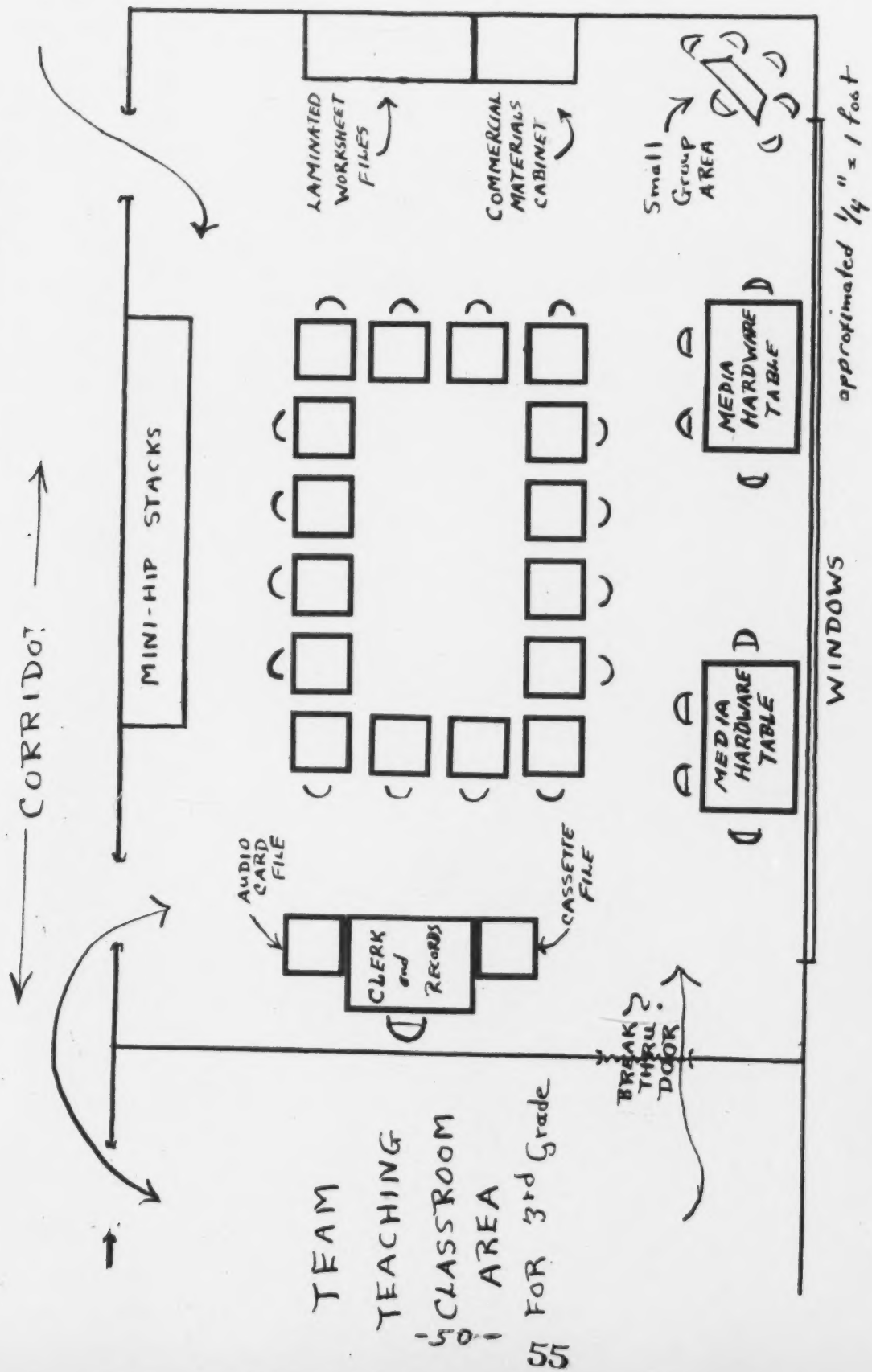
Passed



Recycled

Name: _____

Date: _____



A SUGGESTED CONVERSION LAYOUT FROM TYPICAL
CLASSROOM TO COMMUNICATION ARTS STATION

Handwritten: 1/71